



NON-FORMAL AND ADULT EDUCATION IN INDIA

A SELECT ANNOTATED BIBLIOGRAPHY

DISSERTATION

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**Master
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BY

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20 APR 1996

A handwritten signature or set of initials, possibly 'S. S.', written in a cursive style.

CHECKED-2002



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DEDICATED
TO
MY LOVING PARENT

C O N T E N T S

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Abdul Malik
(ABDUL MALIK)

AIM, SCOPE AND METHODOLOGY

01. Aims and Scope :

Non-formal education is of great significance in the contemporary society. Though it is not a panacea for the evils of the formal systems, it is inevitable to supplant the formal sector. It ranges from literacy programme to open university. It caters to all the section of the society and is really life centred and limited with the betterment of living conditions of even the poor, downtrodden masses.

However, Adult education aims to serve all those who were forced or who preferred to leave school early; to reach isolated individuals as well as organised groups; women in their homes, and workers in the factories as well as people in their leisure time groupings, young adults and not-so-young, the village as well as the city. It ranges from learned lectures and formal courses of instruction to a never-ending variety of informal activities appealing to feet and hands through dancing and crafts as well as to eyes and ears and facing through films and music and drama.

For the past several years efforts have been made to develop new techniques of non-formal and adult education. There is need to intensify this effort, particularly at this juncture, when all out efforts are being made to attain self-sufficiency. However, like all emerging research areas, paper published in these areas are scattered and retrieval in difficult. Here an attempt is made to collect some important published papers and compile bibliography which will be very useful for the researcher of our country.

The preparation of this annotated bibliography of 201 articles on **"Non-formal and Adult Education"**, is hoped to be of great use to research scholars in this field.

Part one deals with introduction of the topic i.e. its historical background, development, types and their applications. Part two which is the main part of the present study consists of an annotated bibliography of 201 articles on the topic. Part three however deals with indices.

02. Methodology :

The material was collected from different journal from the Seminar Library of Departments of Education and Maulana Azad Library and Centre of Continuing Adult Education and I.G.N.O. Centre, A.M.U., Aligarh.

021. Standard Followed :

The Indian standard recommendations from bibliographical references (IS:2381 - 1963), Indian standard recommended for abbreviation for titles of periodicals (IS : 18 - 1949) and classified catalogue code (ccc) of Dr. S.R. Ranganathan have been followed. In certain cases where the said standards become unuseful. I have prepared my own judgement.

022. Subject Heading :

Attempts has been made to give co-existensive subject headings as much possible. An effort has been made to allow postulates and principles given by S.R. Ranganathan in the formation of subject. And allowed by natural language if more than one entry comes under the same subject headings, there are arranged alphabetically by the authors name.

023. Arrangement :

The entries in this bibliography are arranged strictly alphabetically among the subject heading.

The **Entry Element** of the author(s) is in capitals, followed by the secondary element in parenthesis using capital and small letters and then the title of article, subtitle (if any) then name of the periodical in abbreviated form (if needed) being underlined followed by the volume number, issue number, the year, giving by using inclusive notation of the pages of the articles. Then each entry is following by an indicative abstract of the article.

The items of the bibliographical reference for each entry of a periodical article are arranged as follows :

- (a) Serial number
- (b) Name of the author/authors
- (c) A full stop (.)
- (d) Title of article including subtitle and alternative title if any.
- (e) A full stop (.)
- (f) Title of the periodical being underlined.

- (g) A full stop (.)
- (h) Volume number
- (i) A comma (,)
- (j) Issue number
- (k) Semi colon (;)
- (l) Year
- (m) A comma (,)
- (n) Month
- (o) Semi colon (;)
- (p) Inclusive pages of the articles.
- (q) A full stop (.)

0231. Sample Entry :

48. SHIRUR (Rajni R.). Development through Non-formal Education rhetoric and realities. Indian Journal of Adult Education. 55, 1; 1994, January-March; 55-9.

0231. Explanation :

This article is taken from the periodical "Indian Journal of Adult Education" which is entitled as "Development through Non-formal Education rhetoric and realities" written by "Rajni R. Shirur" in 1st

number of 55th volume of the January-March, 1994 year, on the pages from 55 to 59 against this entry.

024. Abstract :

The entries in the bibliography contain abstracts giving the essential information about the articles documented, I have given indicative abstracts as well as informative abstracts. After searching the literature, entries were recorded on 7" x 5" cards.

025. Indices :

The part three of the bibliography contain Author, and title indexes in alphabetical sequence. Each index guides to the specific entry or entries in the bibliography.

A list of journals has been given with their place of publication and frequency.

Part one

Introduction

INTRODUCTION

Education is a dynamic concept. Its meaning changes from time to time. It is interpreted by different persons from their own background and ideals. So its biological, psychological, and philosophical connotations vary from one another. It is also given new meaning from national points of view, the goals and aspirations of the nation.

Definition :

According to Aurobindo that education is "helping the growing soul to draw out that is in itself".

Gandhiji : Education as "by education I mean an all round drawing out of the best in the child and man-body, mind and spirit.

Meaning of Education :

The word "education" is often used in narrow sense. It gives a specific meaning and pertains to education imparted at a specific place, may be school, college or university, by a specific set of persons called teachers, at a specific time from

10 a.m. to 4 p.m. or from 7 a.m. to 11 a.m. and so on. Similarly, such education has a specific curriculum. That is, education in the narrow sense implies some specific influences which are brought to bear upon the development of the child. These influences are deliberately planned and implemented by the community in order to modify the children's behaviour.

The broad meaning of education implies an educational process which is broad-based. Man gains educational experiences from cradle to grave. These experiences bring about changes in the behaviour. These are wide-ranging and their sources are so many, rather innumerable. An individual comes across so many agencies, organisations and institutions - fairs, marriage festivals, travel, home-life, friendship, merry-making, hobbies so on and so forth. He gains experiences of variety and diversity which are all educative.

Importance & Aims of Education :

The process of education is not only continuous, but also dynamic. Like every activity, it should have its aims. But according to the

changing nature of education, its objectives also change from time to time. Since education grows and develops according to the needs and conditions of the society, the aims of education also vary from one society to another. From the time of Aristotle to the modern age of atom there are no universally as well as eternally acceptable aims of education.

The quest for ideals in education is never-ending. But there is always a lack of agreement about ideals. T.P. Nunn has rightly said, "Educational aims are correlative to ideals of life". Hence as long as these ideals differ, educational aims vary. Without the definite aims of education the curriculum, methods of teaching, school organisation, teaching-learning materials and media cannot be determined. Like a sailor in a rudderless vessel, an educator without the knowledge of the aims of education moves aimlessly hither and thither in the educational sea being unable to reach the destination.

Types of Education :

With a view to gaining adequate insight and access to the meaning of various concepts of education, it is felt imperative to analyse and

classify the same into various categories and types.

Firstly education is divided into formal, informal and non-formal. Formal education is deliberately and consciously planned and its curricula are predesigned and goals are predetermined. It comprises direct schooling and tuition intended for pupils of particular age-group. For example, schools and colleges impart formal education. It is however criticised and formal education is or likely to be rigid, artificial and divorced from life experiences. Therefore, the Western revolution of the deschooling society has started recently. Informal education was predominant in the developing or underdeveloped societies. It is also prevalent in the most advanced countries of the world. It is as well called incidental education which is received by living with others. It is not provided consciously and deliberately. Non-formal education is offered at the convenient place, time and level of understanding or psychological growth of children or adults. Therefore, unlike the formal education system, it does not have a fixed time-table nor a prescribed course of study. Similarly, it is free from authoriatarian outlook and rigid rules as well as regulations. It has limited goals and

purposes. It is open-ended and non-competitive.

Formal, Informal and Non-formal Education: Concept and Connotation

The formal, non-formal and informal systems of education are current coins of legal tender, they trace their genesis with the dawn of historic times, when family, tribe, clan, community, church (in broader sense) and work places were agencies of educating the budding generation. With the establishment of "the school", assigned to the educational task, these three channels of education remain outwardly dormant though their potential for educating the children remained increasingly recognised. Recently, however, they have emerged as accredited and respectable channels of education, playing a complementary or parallel role and not a rival role of the formal system of education. Meaningfully adopted by the developed world they have now attracted the attention of the developing countries with a view of establishing a chain of communication with the periphery of their societies cutting across the barriers of finance as well as inadequate, inefficient or dysfunctional personnel in the formal educational system.

Non-formal and Adult Education :

"A civilisation survives only so long as it makes adequate responses to the challenges of its time." Due to the explosion of knowledge and population, further learning has become essential and education has become a lifelong process. Informal education is a process through which everyone acquires knowledge and skills. "Informal education is heuristic concept and acquires its meaning within the context of a wide conception of education, which embraces the whole of all possible educational processes" (Schofthaler). Informal education functions as a residual category but is all-pervasive. In a UNESCO publication (Melzer 1978) formal, non-formal and informal learning systems are treated equally, but the latter are reference values for the other two rather than independently identifiable. The nomenclatures as formal, non-formal and informal are assigned based on the organisations, institutions, methods of delivery, timings, goals and target groups. These three systems are considered not as alternatives but as complementary and supplementary activities within the same time.

Non-formal education is an organised and systematic learning activity carried on outside the formal system. But it is neither a short-cut method for rapid education, nor an alternative educational system. It is flexible, systematic and relevant. The philosophy of non-formal education is learning and nonteaching, and learning takes place at the learners's place, pace and time. Non-formal education provides a second chance for learning the those who missed formal schooling due to some problem or the other, in their early year and it enables the rural and urban poor, within the programmes of 'Integrated development' to acquire relevant knowledge and aptitudes. Formal education is offered by institutions with focus on only teaching and preparing students for their future life. Informal education is provided by social institutions, peer groups, mass media etc. Non-formal education is not formally institutionalised and it is not the monopoly of formal institutions. It concentrates mostly on out-of-school populations with the objective of offering useful information, knowledge and skills for the present use. Its content is need-oriented and interest-based.

Characteristics of Non-formal Education :

- (a) Mainly intended for the deprived sections of the society; women and rural sectors receive special attention.
- (b) Flexibility regarding duration and timing of the courses, implementation agencies, financial pattern etc.
- (c) A stress on the involvement of the community in planning of the programmes, curricular design, evaluation etc.
- (b) Departure from dependence on the professional teacher and an attempt is made to select instructors from the local community.

Emphasis on Development Orientation and Functional Education :

Ultimately, the minimum basic needs of the poorest must be provided by non-formal education leading to their development. Farmers, both landless and marginal, and workers need training to produce more, housewives to take better care of their family; adults whether men and women need to build and sustain new institutions of production, cooperation, welfare, education and culture. All these new clients - millions of unschooled and semi-schooled

men, women, youth and children - could not be taken to school, for, in many cases, there were no schools to take them to. Each developing nation had to become one big classroom for its expanding population.

Thus the need for non-formal education was rather compelling. It was seen as the only alternative system by the educational and developmental experts for the efficient and timely delivery of educational and developmental inputs to all those who were in need of them, when they needed them and where they needed them. Thus non-formal education was seen as an appropriate medium immediately usable, responsive with highly attractive economic returns.

Non-formal education is more difficult to design and deliver as it has to be responsive to the immediate needs and requirements of specific target groups of learners. It has to be learner-oriented, need-based, problem-solving and community centred, and it is the education for here and now. The non-formal educator has multiple roles to play, he or she has to combine the role of curriculum designer, extension, worker animator or facilitator, and change agent in addition to being an instructor.

According to Bhola, a discussion of the non-formal education issues can be grouped into the following four categories.

- (a) Definitional and identity issues - those relating to the definition of non-formal education and how it is different from formal education.
- (b) Policy issues - those relating to the roles of non-formal education in the new distribution of education goods and power, status, and the economic goods that it might bring in its wake.
- (c) Institutional issues - those relating to the delivery of non-formal education, co-ordination and institutionalisation of the mechanism of its delivery.
- (d) Circular issues - those relating to the facts and values embedded in the curriculum of non-formal education and the control of such curricula by the learners and the providers of non-formal education.

A correct definition of nonformal education is of practical importance for educational planners and administrators in order to distinguish it from

the other forms of education. Some view it as a third wave in education, a possible approach to de-schooling society, and as an instrument of mass education and democratisation. There seems to be distributive justice in the promotion in non-formal education.

Objectives of Non-formal Education :

There cannot be a uniform standardised principle governing the formulation of objectives of non-formal education, for the objectives emerge from the learner and are influenced by the environment and the teacher. The objective should be realised within the shortest possible time, for they are meant for the present use. It should provide learning and any pre-designed programme does not meet the needs of the learner. A UNESCO document (APEID, 1978, p.6) mentions that the objectives of non-formal education are as follows:

- (a) To promote awareness through pre-literacy education and acceptance of learning as a means to individual and national development.

- (b) To provide equal educational opportunities to all and through them more equitable distribution of gains and employment avenues.
- (c) To establish national infrastructural needs, and provide human resources development.
- (d) To make communities self-reliant through improved management skills involving them in the planning, organisation, and implementation of programmes.
- (e) To effect transfer of appropriate technology as per requirements.
- (f) To mobilise existing and potential local resources in the community.
- (g) To make social and community education programmes meet the demands of the rapidly industrialising societies.
- (h) To promote programmes for non-formal education directly linked to productive skills and tangible gains.

Coombs et.al. (1983) and Simkins (1977) mention the following as the objectives of non-formal education:

- (a) Development of positive attitude towards life and the world;

- (b) Achievement of functional literacy and numeracy.
- (c) Development of scientific outlook and elementary understanding of the process of nature;
- (d) Attainment of functional knowledge and skills for raising a family, operating a household, earning a living and effectively participating in civic life.

According to Naik (1977), the objectives of non-formal education programmes in developing countries are to provide minimum education at a lower cost, specially to the groups remaining outside the sphere of formal education system.

Thus it is seen that there cannot be a uniform set of objectives applicable to all groups and the priorities have to be decided by each group the focus being on progressive development.

Types of Non-formal Education Programmes :

The following programmes are of particular significance.

- (a) Non-formal education programmes for the age groups of 6 to 14.

- (b) Non-formal education programmes for young man and women in the age group of 15 to 25.
- (c) Non-formal education (functional literacy) programmes for age 15 upwards linked to developed schemes.
- (d) Non-formal education programmes for urban workers.
- (e) Non-formal education programmes by non educational agencies.
- (f) Non-formal (continuing) education through universities; and
- (g) Library service for reinforcing non-formal education programmes.

NEED FOR NON-FORMAL EDUCATION IN INDIA

Poverty and Literacy :

Poverty is probably the worst misfortune afflicting our country. In spite of our vast economic potentials a very large percentage of our population remains miserably poor even today. A direct outcome of poverty, or quite likely, its cause, is illiteracy. Millions in India still do not know how to read and write. Steeped in ignorance, they are plagued by superstition, poor

health and malnutrition and live in sub-human conditions in dark and dingy hovels. All the efforts that have been made, and are being made, to lift them above the poverty-line have met with only limited success - the total eradication of poverty from India is yet a distant dream. Because of their ignorance, the poor have hardly any access to increased economic opportunities and have apparently been by-passed by the technological and scientific advancements of modern times. They are being exploited, nevertheless, in every way, and have been compelled to eke out a subsistence living. They have even become apathetic to any positive change.

The Urban Poor :

The process of urbanization has made the situation still worse for the urban poor. Urbanization is generally associated with an abnormal increase in population in cities and towns, which creates tremendous problems of housing, employment, schooling, social hygiene and other civic amenities needed for an ordered living in towns. Rapid industrialization, a characteristic feature of modern-industrialization, a characteristic feature of modern-industrial development, has led to ugly social and environmental conditions for most of the cities.

Vast slums and dirty tenements have come up in many big cities where the poor have migrated from rural areas to seek better opportunities, and where they have to live in the most abominable conditions, which breed crimes and epidemics..

Ramachandra (1976, p.359) in the course of his various urban surveys, found that 25 to 40 percent of the urban population in India lives in slums. Children under the age of 14 make up 40 percent of the slum population. They have to live in dark and unventilated hutments which can only breed crimes, or despair.

This widespread poverty and ignorance must be removed not only because it is bad per se but also because its eradication is indispensable for the development and advancement of country. No scheme for development and progress will now be supported by the people if the programme for action does not take into account the uplift of the down-trodden and the weaker sections of the society. That is why almost all political parties in our democratic society have schemes for the removal of poverty to gain the support of the poor. But the more important aspect is that these poor people constitute an untapped reservoir of potential for the development

of the country if only their ignorance and poverty can be removed. Every society needs educated and enlightened people who should be directly involved in its democratic life.

The social, economic and cultural conditions of the weaker sections of the society make it imperative that they should be helped to acquire new knowledge, skills, values and attitudes not only for their own betterment but for the good of the country as a whole. This may involve re-learning or even unlearning what has been learnt before, to adjust their present mode of life to better living. Our country, therefore, needs to encourage all efforts to educate the less-favoured sections of population, specially when the poor and the illiterate form the majority.

ADULT EDUCATION

As the term signifies, it is the education of grown up men and women who are more than eighteen years old. It has been defined by different writers in different ways.

Historical Background :

There had been previous activities to review. At least in England, adult education has a very lengthy history world wide and evidence is beginning to accumulate to substantial the fact that organised and system instruction for mature people long preceded the formal organisation of school for children and youth. One of the earliest published book on education

Indian has had a very long tradition of mass-education which centred mainly round the social and moral issues. A variety of methods mostly oral were used for this purpose by the saints and sages by the story tellers and folk artists.

The primary objective of this system of mass education was however, to educate people in the real sense by making them conscious of their moral and social obligations. It has been reported that in 1836, 37 the percentage of literacy in the country was only 6. The Indian Education Commission (1982-83) strongly recommended that the existing night school in Bombay, Madras and Bengal be extended to all the provinces in India. It may be mentioned

that the emergence of night classes in England in the wake of Industrial Revolution had an impact on India the emergence of night classes in England.

Concept and Scope :

Adult education constitutes a package of educational activities and programmes for out of school youth and adults outside the formal education system. This education aims at providing reliable and adequate information better knowledge and skills with a view to improving the life style and also the earning capacity of our people. The main objective of adult education, therefore is to enable people to become confident and self reliant by understanding the situation in which they live and solving the problems faced by them. The key to the development of free men and free societies. It functions and to execute those decisions for themselves.

Adult education is not merely good in itself, it is a means to an end, namely, to achieve valuable socio-economic goals of securing a satisfying and meaningful life, liberation of man's creative talents and freedom from all bondages. This liberation leads

to improvement in one environment, his development in all aspects - economic social and cultural - both as an individual and as a member of the community to which he belong.

In many countries like our's where nearly two thirds or more of adults above 15+ are unable to read and write programmes eradication of illiteracy occupy and naturally so, an important place. There is, however, a strong but mistaken tendency to equate adult education with literacy treating the two as the same things. This tends to hide other very important needs for and possibilities from adult education. In India very serious attempts have been made several times in our educational system to evolve concepts like those of social educational Non-formal education and functional literacy with a view to rectifying the error of equating adult education with literacy. Again attainment of literacy is considered not as a goal in itself, but it is treated as a means to an end - life long education.

The scope of adult education is very wide depending largely on the stage of development of a particular country or community countries which have

attained universal literacy, have programmes of **second chance**. Further and countinuation education which are known by different terms in different countries. India has experimented with various form of adult education right from the teaching of three R's. to the University level non-formal education counts. In the present Indian context, the long-range goal of educational planning is to make available diverse network, of facilities and programmes of education containing combining, both the formal and non-formal mode of learning. It should unale all citizens to acquire literacy, numeracy computational skills basic understanding of the so surrounding world and functional skills of return to daily life and the locarcal environment.

Another significant dimension of adult education in the country is the emphasis in our planning efforts to ensure provision of relevant educational ativities particularly to the economically, socially and educationally disadvantaged section of society.

Scope of Adult Education :

The Indian Education Commission (1964-65) defined the concept of literacy and conditions

necessary for the success of literacy and programmes in the light of the recommendations of the World Conference by UNESCO 1965. Education is a lifelong process and adults today should understand the changing world and the growing complexities of society such as knowledge and population of explosions. Thus viewed, the function of adult education in a democracy is to provide every adult citizen with the opportunity for education of the type which he wishes and which he should have for his personal environment, professional advancement and effective participation in social and political life. In normal conditions, programmes of adult education provide universal literacy.

An effective programme of adult education in the Indian context should envisage the following:

- (a) Liquidation of illiteracy;
- (b) Continuing education;
- (c) Correspondence education;
- (d) Libraries;
- (e) Role of universities in adult education; and
- (f) Organisation and administration of adult education.

Problems of Adult Education and Their Solution :

Numerous problems in the way of social education act as obstacles and hinder the progress of social education. Some of the important problems or causes of slow progress of social education are discussed below :

Problem of Vocational Training :

Any programme of social education must include the improvement of vocational efficiency of the adults. But teachers working the field of social education are hardly competent to teach about vocations of adults. An illiterate farmer knows more about agriculture than what the teacher knows. consequently they feel frustrated and some times make fun of the social education workers.

Solution :

It is suggested that vocational training be left to the experts who should be frequently invited to give lectures and practical demonstrations to the adults. The government should publish suitable literature about the vocations of the adults and the teacher should help the adults to understand the literature.

Neo Co-operation of Adults :

In rural areas, especially in several backward regions, there is extreme orthodoxy among the adults and they refuse to co-operate with the teachers. Most of them prefer to while away their leisure time in drinking, gambling and merry-making. Social education centres or community centres have no temptation for them. This type of non co-operation creates discouragement in social education workers and serves as a hindrance for the progress of social education.

Solution :

To solve this problem, the help of Panchayat or Municipal committee should be taken. Block development staff can also be useful in this regard. Social education workers should not be disappointed or impatient and instead they should win over the people with a missionary spirit.

Problem of Social Education Workers :

For a successful programme of social education it is necessary to get a host of honest and devoted workers with missionary zeal. The difficulty is that we do not have such workers. The training period of four months is also inadequate. Their economic status is awfully poor and obviously they are frustrated, disappointed and dejected.

Solution :

To solve this Problem, the economic status of social education workers should be considerably raised. There should be at least one year training for them. As proposed by Kothari Commission the school teachers and college students should be given short term training and utilized as part-time workers.

Problem of Attendance :

The attendance of adults in social education centres is generally very poor. They do not come regularly. With one or the other excuse, they slip away from the classes. If an adult remains absent for a number of days, it becomes difficult to make up the deficiency so far as the programme of literacy is concerned.

Solution :

The only way to improve attendance is to make the programme so alluring, interesting and inspiring that adults feel great pleasure in attending. It is only by the careful organisation of the whole programme and by very sympathetic attitude of social education workers that we win their confidence and persuade them to become regular in attendance.

to attend adult classes. Also there is a great dearth of women social education workers.

Solution :

To solve this problem, the government should encourage some voluntary social organisations and public workers to educate the masses in this regard. Let there be some All India Movement sponsored by Central Social Welfare Board to create an atmosphere in the country to smash social barriers and bring the people on common platform.

Problem of Suitable Literature :

It is an admitted fact that there is a great shortage of suitable literature of neo-literates. The adults need easy and interesting books for their self study after they have picked up reading and writing.

Solution :

The problem can be solved if we have sufficient research in the fields. The National Council of Educational Research and Training should be encouraged to do something in this regard. The authors and publishers of suitable literature for neo-literates should be further encouraged by handsome prizes and awards.

Problem of Equipment :

Another case of frustration on the part of the adult is that social education centres are not properly equipped. The books, copies and the other material are not available. A number of such centres do not have properly equipped libraries, reading rooms and educational material. Therefore, the adults who are generally not enthusiastic, fail to get any inspiration.

Solution :

To solve the problem it should be made a principal that a social education centre or community centre is not started by any government organisation, if sufficient equipment is not available for it. The co-operation of Municipal Committee, Panchayat and philanthropic people of area may be taken.

Problem of Social Backwardness :

Still in this age of science, people in our country are suffering from social backwardness. The differences of caste and creed give rise to numerous problems in this regard. Many people do not like to sit by the side of scheduled caste or backward class people. In the same way, still there are people, especially in rural areas, who do not allow their women to move out. They are not allowed to go

Need for Adult Education :

In spite of many literacy programmes, the literacy percentage in India according to 1981 census is only 34 percent, even after 40 years of independence. The price which the individual as well as the nation pays for literacy is high, although one grows accustomed to the persisting malady and becomes insensitive to the harm it does. Illiteracy as a mass phenomenon blocks economic and social progress affects economic productivity, population control, national integration and security and improvement in health and sanitation. In the words of V.K.R.V. Rao, "Without adult education and adult literacy, it is not possible to have that range and speed of economic and social development which we require, nor is it possible to have that content or quality to our economic and social development that makes it worthwhile in terms of values and welfare". A Programme of adult education and adult literacy should therefore take a front place in any programme for economic and social development. Adult education has a high value for it works against social exploitations. Mehta (1978) points out the social consequences of literacy and poverty that give

rise to the high rates of interest charged by money lenders.

Adult Education in India :

Elimination of literacy has been one of the major concerns of our government since Independence. An ambitious programme of Social Education was launched in the First Five Year Plan. This was integrated with the Community Development Programme in the Second Five Year Plan. The government launched the adult education programmes on a massive scale in 1978, which was called the National Adult Education Programme (NAEP), to give a boost to the literacy percentage of country. Initially the programme intended to cover 10 crore adult illiterates in the age group of 15-35 years, between 1978 and 1983. I had the following objectives.

- (a) Making participants critically aware of the environment around them. (Awareness)
- (b) Giving participants opportunities to raise their functional competence to change their environment. (Functionality)
- (c) Enabling participants to pursue a course of literacy instruction (Literacy).

The philosophy of the programme is based on the following assumptions.

- (a) That illiteracy is a serious impediment to an individual's worth and to the country's socio-economic progress.
- (b) That education is not co-terminus with schooling but takes place in most work and life situations.
- (c) That learning, working and living are inseparable and each acquires a meaning when correlated with others.
- (d) That the means by which people are involved in the process of development are at least as important as the ends.
- (e) That the illiterate and the poor can rise to their own liberation through literacy, dialogue and action.

The various schemes now working for literacy programmes are as follows :

- (1) Rural Functional Literacy Project (Govt. of India).
- (2) Adult Education Programme (Nehru Yuvak Kendras, Govt. of India).

- (3) Adult Education Programme (State Govts.).
- (4) Adult Education Programme (Colleges and Universities UGC).
- (5) Adult Education Programme (Voluntary/Private Agencies).
- (6) Functional Literacy for Adult Women (Govt. of India).

The University Grants Commission decided to actively involve the universities and colleges all over the country in the Adult Education Programmes, with special emphasis on women, Scheduled Caste/Schedules Tribes and people from rural and backward areas also the physically handicapped. It has earmarked about Rs.135 million for this programme. The Universities and colleges will be provided 1,003 million financial assistance up to 1990 to enable them to undertake long term planning and to formulate their action plans. The voluntary agencies are also encourage to take up projects especially in areas where scheduled castes and scheduled tribes are concentrated as other agencies do not reach them.

DISTANCE EDUCATION IN INDIA

The term distance education covers the various forms of study at all levels, which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but who, nevertheless, benefit from the planning guidance and tuition of a tutorial organisation.

Distance study is a systematic method of training in which an exchange of materials and examination, usually by mail, is the main means of interaction between the student and the source of instruction. By its curricula, student body and objectives, it is clearly a part of adult and vocational education and exchange between student and instructor distinguishes it from all other forms of self-study.

The main aims of distance education are :

- (1) The separation of the teacher and learner which distinguishes it from face to face learning.

- (2) The influence of an educational organisation which distinguishes it from private study.
- (3) The use of technology media, usually print, to unite the teacher and the learner and to carry the educational content.
- (4) The provision of a two-way communication, so that the student may benefit from or even initiate dialogue.
- (5) The possibility of occasional meetings for both active and socialisation purposes.

The Advantages of Distance Education System :

Distance education has a great sociological justification as it can help not only in extending education but also in equalising educational opportunities. It can carry education to various and dispersed student populations even in remote rural areas, and it can provide instruction at all levels. In distance education, institutions can ensure proper organisation of instruction and motivate learners to evolve a careful study programme, it can prove a much more effective alternative by providing vocational education even to teachers and thereby speed up the expansion of

education in the backward sections of society. Distance education offers a vast scope for innovation in teaching methods, greater variety of subjects, inter-disciplinary options, as well as qualitative improvements. In fact, polytechnics in Russia offer full-fledged engineering courses. Technical universities and institutes in US are also teaching technical courses by correspondence. Its aims and characteristics are the same as those of Distance Education. When Correspondence Education involves all the media of technology such as the Radio, TV, Audio Cassettes and Video Tapes to supplement the print media the system is called Distance Education. Distance Education is a new concept and is of recent origin. There was a time when the world correspondence education conjured up a method of learning, which seemed drab, second rate and the private pursuit of a small minority. Distance Education has come to be recognised as an effective alternative system of providing education at all levels and to varied clientele, as it enables the individuals to fulfil one of the prime conditions of successful adult learning, he can learn at his own place, pace and time.

Need for Distance Study :

The basic relationship between education and democracy and the vital role of education in the transformation of society through social change and economic development have been receiving increasing recognition everywhere. The quality of the individual human life can be refined and raised only through education. Both the society and the nation become the alternate beneficiaries of any human right, proclaimed in the inherent right of everyone to education and thus impart global significance to the provision and wide dissemination of education among all sections of people.¹ This vast and growing population, newly conscious of their rights to education, pose a challenge to educational planners, which the Universities can scarcely ignore. To meet this challenge successfully, universities should respond within the bounds of their competence to the rising demands for distance courses.

Recommendations of Kothari Commission (1964-66) :

The Kothari Commission recommended that the opportunities for part-time education through

programmes like evening colleges and for own-time education through correspondence courses be extended as widely as possible, in order to reduce capital costs of expanding higher education. By 1966 at least a third of the total enrolment in higher education should be through a system of correspondence courses. The planning Commission took note of this recommendation and in the Third Five Year Plan made the following observations under the University Education. In addition to the provision in the plan, expansion of facilities for higher education, proposals for evening colleges, correspondence courses and the award of external degrees were also considered. The UGC sent delegations to the USSR in 1967-68 and 71 to study the scheme of correspondence education and get the necessary expertise.

The recommendations were:

- (a) Correspondence education is the only answer to the problem of increase in demand for higher education.
- (b) The need for diversification of courses in order to equalise and meet the ever increasing demand for higher educational opportunities.

Objectives of Distance Education :

Gandhiji pointed out that "Education covers the entire field of life, there is nothing howsoever small which is not the concern of education". It is no longer disputed that one of the models for meeting the needs of education is the open system. It is relevant to quote Mr. M'bow the Director General of UNESCO : "Educators are on the lookout for alternative models which could reduce the physical, social and psychological distance, which separate knowledge and the learner, in particular (they) have turned their attention to the possibility of using communication media to extend education in both space and time and to diversify its objectives, content and form."

The major objectives of the Distance Education programmes are as follows:

- (1) To provide an alternative method of education to enable a large number of persons to acquire knowledge and improve the professional competence.
- (2) To impart education at the individual's convenience, and to help the individuals

utilise their leisure for educational purposes.

UNESCO on Distance Education :

The mass media should be more extensively and expertly used to ensure economic, social and cultural development. The TV programmes must be related to the total 'climate' (socio-economic, political system) in which adults, literates and non-literates live because the supporting environment is a prerequisite for making non-formal (distance) education a success.

THE OPEN UNIVERSITY

The Open University is an independent, self-governing distance teaching institution which awards its own degrees, diplomas and certificates. It is administered from the headquarters at Walton Hall in Milton Keynes. It employs some 2,800 full time staff, of whom around 650 are academicians and 500 are administrators; the remainder provide secretarial, clerical and technical support services. About 600 staff are based in the university's thirteen regional offices, which administer the

nationwide network of 260 study centres and 5,000 part-time tutors and councillors.

Open University students do not attend a campus but learn at home and in their own time from specially written booklets known as course units, recommended textbooks, radio and television broadcasts and other audio-visual material, and home experiment kits for do-it-yourself experiments. In addition there is a certain amount of face-to-face tuition at the study centres, and at annual summer schools. Students are also encouraged to meet in self-help groups throughout the year. The University newspaper Sesame, a series of open forum broadcasts and the Open University Students Association with its network of local branches, all play an important role in helping student to communicate with each other and the staff.

The minimum age of admission is 21 years and the aim of OU is to provide university education on a large scale to all people who have missed the chance in their early years. The course material is written by academicians, working in teams. All their preliminary drafts are read and commented upon by other members of the course team, and the final

course is also scrutinised by external assessors. Radio and television programmes are made in partnership with a special unit of the BBC located on the Walton Hall campus. Some 35 hours of television and 13 hours of radio are broadcast each week, and another 340 programmes are distributed in the form of audio cassettes.

The Open University offers three programmes of study: the Undergraduate Programme, which involves students in work over a number of years, typically five or six, and leads to the degree of Bachelor of Arts or further to a BA with Honours; the Associate Student Programme which offers a variety of single courses, both on academic subjects and vocational updating and professional training, as well as self-contained learning packages and short courses on matters of everyday concern; and the High Degrees Programme, which provides limited opportunities for both taught and research based postgraduate study.

Social Education :

It was quickly realised that a system of education designed to served the ends of a colonialadministration ould not suit the needs and meet the challenges of the emerging democratic society. In such a society the adults would have the rights, responsibilities and obligations which they did not possess hitherto, and for the efficient discharge of which they needed education. This fundamental fact was eloquently put forward by Saiyidain, one of the architects of education in post-India, when he said:

"If we are to build a workable democratic order in which the reasoned will of the majority is to prevail, is it not necessary to ensure that will is intelligent, enlightened and inspired by benevolent rather than malevolent motives and purposes? Now Adult Education is a matter of life and death which can be ignored or postponed only at grave peril."

Concept and Contents :

As the existing programme of Adult Education in the country was mostly confined to the removal of illiteracy, it was felt that the entire programme

should be re-planned with the wider objective of making the adult a responsible citizen in the new society that has been taking shape in the post-independent period.

Social education was meant to serve the four-fold purpose of (i) promoting social cohesion by creating a common culture in which all national elements could participate and also creation of common climate for their cooperative efforts; (ii) conservation and improvement of national resources, both material and human, (iii) building up of cooperative groups and institutions; and (iv) inculcating a social ideology.

Implementation :

Staff :

Social Education became a part of the Community Development Programme when the same was launched in 1952. For the implementation of this programme, two workers, one male Social Education Organiser and the other lady Social Educational Organiser were appointed as members of the Block Level team of extension officers. When a number of blocks constituted a 'project', a Chief Social

Education Organiser was also appointed at the Project Level. The male and the lady Social Education Organisers worked under the administrative control of the Block Development Officer for technical guidance. However, the Chief Social Education Organisers were to be consulted.

Training:

Arrangements for training of the Chief Social Education Organisers and Block Level Organisers were also made. Social Education Organisers training centres were established in different parts of the country and very serious attempts were made to give a fairly comprehensive training to the organisers working at the Project, Block and Village levels. In addition to the initial 5 months training for Block level officers and the 3 month training for Chief Social Education Organisers, arrangements were made for refresher course at regular intervals. Special training courses were organised for training of organisers working among women and in tribal areas etc.

The syllabus for the training courses for Social Education Organisers included topics under

Social Sciences; Rural Economics, Civics and Cooperation; Village Extension Service; Social Education and allied subjects and religion, history and culture.

Agencies :

The various existing agencies which were utilised for social education included schools (community education centres), village panchayats, cooperative societies, reading rooms, libraries and museums; health and family welfare centres; janata colleges and universities (through correspondence courses, extension lectures and social education work by students). In addition to the formal and regular educational institutions, non-formal agencies and programmes such as camps, religious fairs, festivals and market days were fully utilised for imparting social education.

The Gram Shikshan Mohim :

A number of programmes including experimental ones were undertaken by several State governments, educational institutions and voluntary

agencies in different parts of the country and each one of these programmes has contributed in no small measure to the mainstream of adult education movement in the country. Mention may, however, be made of the Gram Shikshan Mohim of Maharashtra which as a mass approach to eradication of literacy and adult education had a deep impact on the country and even abroad. A brief account of the Mohim follows.

The idea of taking the social education movement to the masses and making them adopt it as their own was first experimented in the district of Satara in Maharashtra State during 1959-69. Village and taluka propaganda meetings were organised by the State Department of Education with the assistance of primary school teachers for this purpose. The villagers took upon themselves the responsibility of providing accomodation and necessary equipment and also assisted in the organisation of classes and maintenance of regular attendance.

The Gram Shikshan Mohim was highly appreciated both in the country and outside. Many State Governments in the country took up programmes of adult literacy and adult education on the lines

of the Mohim. The UNESCO expressed their appreciation by awarding the Mohim their prestigious award for the useful work in the field of adult literacy.

Farmers's Training and Functional Literacy :

The farmers' training and Functional Literacy Programme started in 1967-68 as an inter-ministerial project implemented jointly by the Ministries of Agriculture, Education and Information and Broadcasting is an attempt to provide suitable answer to this fundamental challenge. The basic idea of the project is that there is a direct correlation between physical and human ingredients in agriculture, between agriculture inputs and the upgrading of human resources. In other words, this is an integrated approach to a comprehensive rural developmeent programme, to the "Green Revolution". The main goal of the scheme is to support and strengthen one of the basic national objectives : self-sufficiency in food, increase in crop production and growth of agricultural productivity.

Urban Adult Education :

With the industrial growth and development, need to provide training and educational opportunities to workers has been receiving special attention of Government agencies, private employers, trade unions and labour welfare agencies etc. in the country. The Second Five Year Plan stated that "a stronger trade union movement is necessary both for safeguarding the interest of labour and for realising the targets of production and the training of workers in trade union philosophy and methods becomes necessary if the workers are to become self-reliant in this respect". On the basis of the recommendations of a team of experts in Workers' Education appointed by the Government of India in February, 1957, a Central Board of Workers' Education was established and Regional Workers' Education Centres were also set up in different regions of the country.

Workers' Social Education Institutes :

Towards the end of the First Five Year Plan it was realised that India was taking steps to tone

up its industrial potential and this meant an increase of industrial population which was bound to play an important role in the reconstruction of our national strength. In order that the population played its role in a worthy way, it was considered necessary to provide it with social education facilities. Accordingly, a scheme was formulated to set up Workers' Social Education Institutes in cities.

Under this scheme the following activities are undertaken :

- Literacy centres
- Post-literacy centres
- Mahila Kendras (Handicraft classes viz., sewing, embroidery etc.)
- Adult schools (Coaching classes)
- Community centres
- Balwadi
- Music, painting and drawing classes
- Functional literacy classes - spinning, weaving etc.
- Library service

ADULT EDUCATION FOR WOMEN

Magnitude of Illiteracy among Women and Significance of Education :

It is rightly said that self-sufficiency is the "key to stronger woman". Many of the problems which are faced by women existed because they were either illiterate or economically dependent on others.

The Constitution confers on women equal rights and equal opportunities - political, social, and economic. In practice, however, by and large, women have not been able to take adequate advantage of their rights and opportunities for a variety of reasons. The ultimate goal of the programmes for women's education has been total involvement of women in the mainstream of national activities. This goal cannot be achieved as long as a large majority of women in the country remain illiterate and ignorant. Eradication of illiteracy and bringing about certain attitudinal changes constitute matters of prime concern to all of us.

Main Aims of Women's Education :

The main aims of adult education for women may briefly be indicated as follows:

- (a) making women and men more conscious of their rights and responsibilities, the implications of the laws governing women's status in society and developing an understanding about the various manifest and concealed ways which cause women's oppression;
- (b) assisting women to achieve economic viability, through acquisition of literacy and other necessary skills and resources.
- (c) providing women access to knowledge in other areas, particularly in health, child care, nutrition, family planning etc; and
- (d) assisting women to form their own groups for learning and productive activity and to strengthen their participation and voice in the developmental process.

The Scheme of Functional Literacy for Women :

The Scheme of Functional Literacy for Women is of special significance in view of the decision of the National Committee on International Women's

Year held under the chairmanship of the Prime Minister to the effect that a frontal attack should be made on illiteracy among women and that unless this is done, it will not be possible to involve them actively in our national life. This scheme has been a high priority of programme of the Department of Social Welfare.

There are different catagories of women who require the attention of adult educators. There are women in the organised sectors which include factories, mines plantations, public undertakings. Another category of women workers is in semi-organised industries such as manufacture of bidi, match, agarbatti etc. and contract or casual labourers. They suffer from all the problems faced by their counterparts in the organised sector in more acute forms. The largest category consisted of rural women whose characteristics and problems vary across groups. Since traditions play a more important role in society, it is important to understand these differences to be able to design appropriate strategies for adult education of women in the rural areas. Understanding of the special problems of different categories of women is a pre-requisite for a sound educational programme.

National Adult Education Programme (NAEP)

The Draft Policy Statement on Adult Education and the Outline of the National Adult Education Programme prepared during 1977-78 accorded highest priority in educational planning to adult education along with the universalisation of elementary education. These documents were prepared on the basis of extensive consultations with the educationists and field workers and were also considered in a number of forums. These documents called upon agencies, Official and non-official to make every possible contribution with a view to ensuring that the "challenging task is performed in a manner in which the whole nation can be proud".

A nation-wide adult education programme with the object of providing adult education to ten crore of adults within five years was inaugurated on October 2, 1978. The NAEP sought to enable the majority of our people to play an effective role as citizens of this country and to participate in various developmental programmes. The programme sought to enable the bulk of our population to play an active role in bringing about social economic and cultural changes to that social justice and equity

is achieved. The Programme had three main components awareness, functional development and literacy. These components were not exclusive to another another and had to be integrated in order to achieve the objective of the NAEP. There was no order or priority in these compounds.

The programme envisaged awareness on the part of the adult learners of the social conditions in which they lived and the reasons for the same. They were required to have a thorough understanding and a detailed analysis of the causes of the present conditions so that they could take concrete action to solve the problems faced by them. It was also necessary for the learners to know about the different resources - Governmental and non-governmental, individual and institutional - which could help them in the solution of their varied problems. The assistance available from different sources and the existing laws in force were also to be made known to the learners in a simple and intelligible manner.

Coverage of Target Population :

According to the Census of 1971, the total number of illiterate persons above 14 years of age

was 209.5 million of which 91.7 million were in the age-group of 15 to 35. The massive National Adult Education Programme (NAEP) was launched to cover this vast segment of population (about 100 million) in 15 to 35 age-group as far as possible within the five years of its launching. This is also implied organisation of special programmes for women and for persons belonging to scheduled castes and scheduled tribes. The regions which had a concentration of illiteracy were required to be given special attention. The programme was to be implemented in a phased manner.

Evaluative Studies and Review :

Evaluative studies of the Programme were carried out in different parts of the country by competent agencies and institutions to study the various aspects and general impact of the Programme. The studies brought out both the strengths and weaknesses of the Programme and these will be duly considered in our future adult education programmes. Similarly, the recommendations of the NAEP Review Committee have been examined in detailed by the Government and broadly accepted by them.

CONCLUSION :

The conceptualization of education has been done differently by different scholars. But the generally acceptable meaning it stands for is the transmission of accumulated knowledge of a society to its members for their all round development; to enable them to be responsible citizens so that they can play a better role in the society. The knowledge is generally transmitted through three systems of education namely formal , informal and non-formal systems of education.

In formal system of education the knowledge is imparted in the class rooms where teacher and taught interact directly with one another. Schools colleges and universities are the places where the education is given in formal ways. Informal education system is a system where the transmission of knowledge takes place by living with others, where the knowledge is gained through the experiences of others. It is also provided by social institutions, peer groups mass media etc. Formal education is an organised and systematic learning activity carried on outside the formal system. In this system of

education the learning takes place at the learners place, pace and time. It provides a second chance for learning to those who missed formal schooling due to one reason or the other. These three systems of education are not considered as alternatives but as complementary and supplementary activities within the same time.

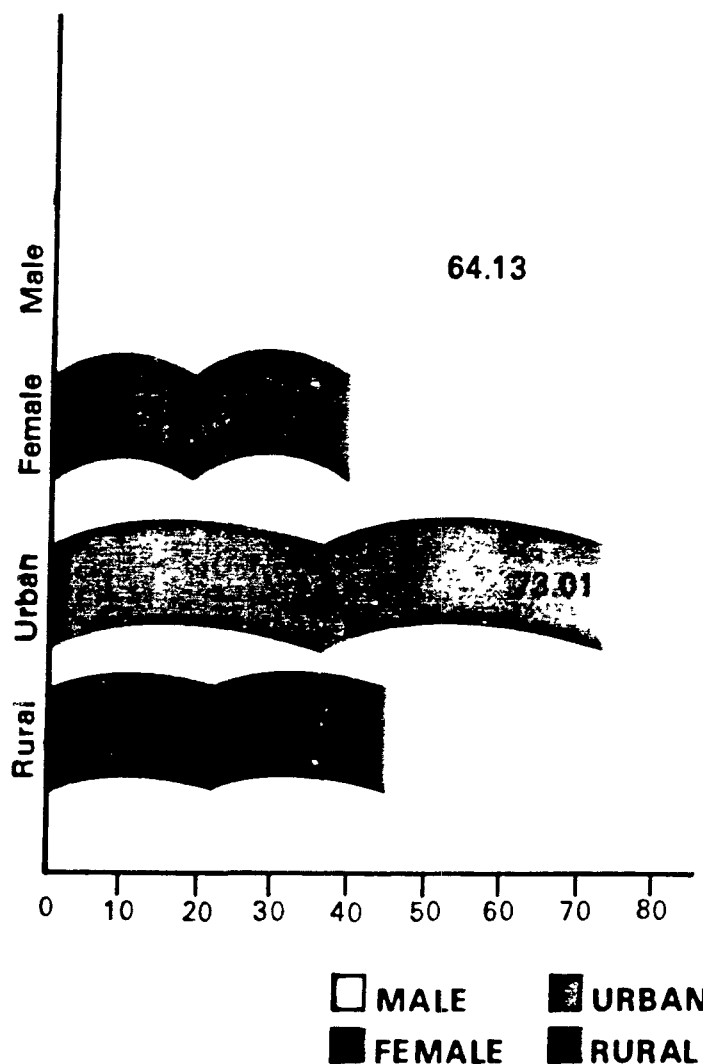
Non-formal education is of great significance in the contemporary society. Though it is not a panacea for the evils of the formal system of education, it no doubt supplements the formal system of education. It ranges from the literacy programmes to open universities. It caters to all the sections of the society, specially those who were forced or preferred to leave school early to complete their education or at least be literate. Meaningfully adopted by the developed world, they have been adopted by the developing countries with a view of establishing a chain of communication with the periphery of their societies, cutting across the barriers of finance as well as inadequate, inefficient dysfunctional personnel in the formal system of education. In our country, various efforts have been

made since our independence to eradicate illiteracy as it is considered as a serious impediment to an individual's worth and to the country's socio-economic progress. It was specially in late 1970's that due consideration was given to the Non-formal system of education as an effective means for eradication of illiteracy. The Non-formal and Adult Education occupies special significance for us as our country is still far away from eradicating illiteracy. It is through this system of education that we can eradicate illiteracy enabling the people to play a better role in the society, thereby contribute to the socio-economic development of the country.

Statistical Database For Literacy

Final Population and Literacy-1991

LITERACY RATE DIFFERENTIALS-1991



**STATEWISE STATEMENT OF POPULATION AND ILLITERATES OF THE AGE GROUP
7 AND ABOVE BY SEX AND RURAL/URBAN AREAS - 1991**

(IN 000's)

SL. NO.	STATES/UTs	AREAS	POPULATION			ILLITERATES E S		
			TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1.	ANDHRA PRADESH	TOTAL	55544	28173	27371	31057	12641	18416
		RURAL	40397	20437	19960	25959	10774	15185
		URBAN	15147	7736	7411	5098	1867	3231
2.	ARUNACHAL PRADESH	TOTAL	682	373	309	398	181	217
		RURAL	592	319	273	373	169	204
		URBAN	90	54	36	25	12	13
3.	ASSAM	TOTAL	17992	9419	8573	8477	3592	4885
		RURAL	15854	8244	7610	8036	3408	4628
		URBAN	2138	1175	963	441	184	257
4.	BIHAR	TOTAL	68610	36136	32474	42206	17167	25039
		RURAL	59246	30999	28247	39200	16023	23177
		URBAN	9364	5137	4227	3006	1144	1862
5.	GOA	TOTAL	1033	525	508	253	86	167
		RURAL	609	305	304	169	56	113
		URBAN	424	220	204	84	30	54
6.	GUJARAT	TOTAL	34479	17812	16667	13348	4787	8561
		RURAL	22428	11490	10938	10521	3810	6711
		URBAN	12051	6322	5729	2827	977	1850
7.	HARYANA	TOTAL	13338	7164	6174	5889	2214	3675
		RURAL	9979	5363	4616	5004	1889	3115
		URBAN	3359	1801	1558	885	325	560
8.	HIMACHAL PRADESH	TOTAL	4331	2187	2144	1566	539	1027
		RURAL	3942	1973	1969	1504	515	989
		URBAN	389	214	175	62	24	38
9.	KARNATAKA	TOTAL	37500	19136	18364	16487	6264	10223
		RURAL	25691	13005	12686	13440	5163	8277
		URBAN	11809	6131	5678	3047	1101	1946
10.	KERALA	TOTAL	25261	12329	12932	2574	786	1788
		RURAL	18536	9041	9495	2053	641	1412
		URBAN	6725	3288	3437	521	145	376
11.	MADHYA PRADESH	TOTAL	53090	27561	25529	29625	11460	18165
		RURAL	40433	20843	19590	25930	10205	15725
		URBAN	12657	6718	5939	3695	1255	2440
12.	MAHARASHTRA	TOTAL	65433	33887	31546	22985	7943	15042
		RURAL	39600	20032	19568	17613	6061	11552
		URBAN	25833	13855	11978	5372	1882	3490
13.	MANIPUR	TOTAL	1531	783	748	614	222	392
		RURAL	1104	567	537	488	183	305
		URBAN	427	216	211	126	39	87

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14.	MEGHALAYA	TOTAL	1381	709	672	703	332	371
		RURAL	1108	566	542	653	312	341
		URBAN	273	143	130	50	20	30
15.	MIZORAM	TOTAL	562	294	268	100	42	58
		RURAL	299	158	141	82	36	46
		URBAN	263	136	127	18	6	12
16.	NAGALAND	TOTAL	1002	537	465	385	174	211
		RURAL	831	437	394	356	160	196
		URBAN	171	100	71	29	14	15
17.	ORISSA	TOTAL	26312	13345	12967	13397	4926	8471
		RURAL	22713	11402	11311	12389	4561	7828
		URBAN	3599	1943	1656	1008	365	643
18.	PUNJAB	TOTAL	16976	9015	7961	7043	3095	3948
		RURAL	11935	6316	5619	5636	2481	3155
		URBAN	5041	2699	2342	1407	614	793
19.	RAJASTHAN	TOTAL	35146	18420	16726	21597	8290	13307
		RURAL	26926	14031	12895	18747	7346	11401
		URBAN	8220	4389	3831	2850	944	1906
20.	SIKKIM	TOTAL	331	178	153	141	60	81
		RURAL	300	160	140	136	58	78
		URBAN	31	18	13	5	2	3
21.	TAMIL NADU	TOTAL	48411	24476	23935	18075	6426	11649
		RURAL	31712	15961	15751	14400	5238	9162
		URBAN	16699	8515	8184	3675	1188	2487
22.	TRIPURA	TOTAL	2260	1165	1095	893	342	551
		RURAL	1895	979	916	832	322	510
		URBAN	365	186	179	61	20	41
23.	UTTAR PRADESH	TOTAL	110913	59409	51504	64769	26298	38471
		RURAL	88389	47205	41184	55985	22635	33350
		URBAN	22524	12204	10320	8784	3663	5121
24.	WEST BENGAL	TOTAL	56515	29631	26884	23907	9540	14367
		RURAL	40080	20725	19355	19841	7865	11976
		URBAN	16435	8906	7529	4066	1675	2391
25.	A & N ISLANDS	TOTAL	234	131	103	63	28	35
		RURAL	170	94	76	52	23	29
		URBAN	64	37	27	11	5	6
26.	CHANDIGARH	TOTAL	546	308	238	121	56	65
		RURAL	54	34	20	22	12	10
		URBAN	492	274	218	99	44	55
27.	D & N HAVELI	TOTAL	110	57	53	65	26	39
		RURAL	100	51	49	63	25	38
		URBAN	10	6	4	2	1	1
28.	DAMAN & DIU	TOTAL	86	44	42	25	8	17
		RURAL	45	23	22	18	6	12
		URBAN	41	21	20	7	2	5

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
29.	DELHI	TOTAL	5882	3539	2343	75.29	82.01	66.99
		RURAL	502	330	172	66.90	78.46	52.15
		URBAN	5380	3209	2171	76.18	82.39	68.54
30.	LAKSHADWEEP	TOTAL	34	19	15	81.78	90.18	72.89
		RURAL	14	8	6	78.89	88.66	68.72
		URBAN	20	11	9	83.99	91.31	76.11
31.	PONDICHERRY	TOTAL	522	295	227	74.74	83.68	65.63
		RURAL	162	96	66	65.36	76.44	53.96
		URBAN	360	199	161	79.88	87.70	71.98

**STATEWISE STATEMENT OF LITERATES AND LITERACY RATES OF THE AGE GROUP
7 AND ABOVE BY SEX AND RURAL/URBAN AREAS - 1991**

SL. NO.	STATEs/UTs	AREAS	LITERATES			LITERACY RATES		
			TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
			(4)	(5)	(6)	(7)	(8)	(9)
1.	ANDHRA PRADESH	TOTAL	24487	15532	8955	44.09	55.13	32.72
		RURAL	14438	9663	4775	35.74	47.28	23.92
		URBAN	10049	5869	4180	66.35	75.87	56.41
2.	ARUNACHAL PRADESH	TOTAL	284	192	92	41.59	51.45	29.69
		RURAL	21 ^c	150	69	37.02	47.00	25.31
		URBAN	65	42	23	71.59	77.99	62.23
3.	ASSAM	TOTAL	9515	5827	3688	52.89	61.87	43.03
		RURAL	7818	4836	2982	49.32	58.66	39.19
		URBAN	1697	991	706	79.39	84.37	73.32
4.	BIHAR	TOTAL	26404	18969	7435	38.48	52.49	22.89
		RURAL	20046	14976	5070	33.83	48.31	17.95
		URBAN	6358	3993	2365	67.89	77.72	55.94
5.	GOA	TOTAL	780	439	341	75.51	83.64	67.09
		RURAL	440	249	191	72.31	81.71	62.87
		URBAN	340	190	150	80.10	86.33	73.38
6.	GUJARAT	TOTAL	21131	13025	8106	61.29	73.13	48.64
		RURAL	11907	7680	4227	53.09	66.84	38.65
		URBAN	9224	5345	3879	76.54	84.56	67.70
7.	HARYANA	TOTAL	7449	4950	2499	55.85	69.10	40.47
		RURAL	4975	3474	1501	49.85	64.78	32.51
		URBAN	2474	1476	998	73.66	81.96	64.06
8.	HIMACHAL PRADESH	TOTAL	2765	1648	1117	63.86	75.36	52.13
		RURAL	2438	1458	980	61.86	73.89	49.79
		URBAN	327	190	137	84.17	88.97	78.32
9.	KARNATAKA	TOTAL	21013	12872	8141	56.04	67.26	44.34
		RURAL	12251	7842	4409	47.69	60.30	34.76
		URBAN	8762	5030	3732	74.20	82.04	65.74
10.	KERALA	TOTAL	22687	11543	11144	89.81	93.62	86.17
		RURAL	16483	8400	8083	88.92	92.91	85.12
		URBAN	6204	3143	3061	92.25	95.58	89.06
11.	MADHYA PRADESH	TOTAL	23465	16101	7364	44.20	58.42	28.85
		RURAL	14503	10638	3865	35.87	51.04	19.73
		URBAN	8962	5463	3499	70.81	81.32	58.92
12.	MAHARASHTRA	TOTAL	42448	25944	16504	64.87	76.56	52.32
		RURAL	21987	13971	8016	55.52	69.74	40.96
		URBAN	20461	11973	8488	79.20	86.41	70.87
13.	MANIPUR	TOTAL	917	561	356	59.89	71.63	47.60
		RURAL	616	384	232	55.79	67.64	43.26
		URBAN	301	177	124	70.53	82.11	58.67

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14.	MEGHALAYA	TOTAL	678	377	301	49.10	53.12	44.85
		RURAL	455	254	201	41.05	44.83	37.12
		URBAN	223	123	100	81.74	85.72	77.32
15.	MIZORAM	TOTAL	462	252	210	82.27	85.61	78.60
		RURAL	217	122	95	72.47	77.36	67.03
		URBAN	245	130	115	93.45	95.15	91.61
16.	NAGALAND	TOTAL	617	363	254	61.65	67.62	54.75
		RURAL	475	277	198	57.23	63.42	50.36
		URBAN	142	86	56	83.10	85.94	79.10
17.	ORISSA	TOTAL	12915	8419	4496	49.09	63.09	34.68
		RURAL	10324	6841	3483	45.46	60.00	30.79
		URBAN	2591	1578	1013	71.99	81.21	61.18
18.	PUNJAB	TOTAL	9933	5920	4013	58.51	65.66	50.41
		RURAL	6299	3835	2464	52.77	60.71	43.85
		URBAN	3634	2085	1549	72.08	77.26	66.12
19.	RAJASTHAN	TOTAL	13549	10130	3419	38.55	54.99	20.44
		RURAL	8179	6685	1494	30.37	47.64	11.59
		URBAN	5370	3445	1925	65.33	78.50	50.24
20.	SIKKIM	TOTAL	190	118	72	56.94	65.74	46.69
		RURAL	164	102	62	54.38	63.49	43.98
		URBAN	26	16	10	80.89	85.19	74.94
21.	TAMIL NADU	TOTAL	30336	18050	12286	62.66	73.75	51.33
		RURAL	17312	10723	6589	54.59	67.18	41.84
		URBAN	13024	7327	5697	77.99	86.06	69.61
22.	TRIPURA	TOTAL	1367	823	544	60.44	70.58	49.65
		RURAL	1063	657	406	56.08	67.07	44.33
		URBAN	304	166	138	83.09	89.00	76.93
23.	UTTAR PRADESH	TOTAL	46144	33111	13033	41.60	55.73	25.31
		RURAL	32404	24570	7834	36.66	52.05	19.02
		URBAN	13740	8541	5199	61.00	69.98	50.38
24.	WEST BENGAL	TOTAL	32608	20091	12517	57.70	67.81	46.56
		RURAL	20239	12860	7379	50.50	62.05	38.12
		URBAN	12369	7231	5138	75.27	81.19	68.25
25.	A & N ISLANDS	TOTAL	171	103	68	73.02	78.99	65.46
		RURAL	118	71	47	69.73	75.99	61.99
		URBAN	53	32	21	81.69	86.59	75.08
26.	CHANDIGARH	TOTAL	425	252	173	77.81	82.04	72.34
		RURAL	32	22	10	59.12	65.67	47.83
		URBAN	393	230	163	79.87	84.09	74.57
27.	D & N HAVELI	TOTAL	45	31	14	40.71	53.56	26.98
		RURAL	37	26	11	37.00	50.04	23.30
		URBAN	8	5	3	78.44	86.35	68.42
28.	DAMAN & DIU	TOTAL	61	36	25	71.20	82.66	59.40
		RURAL	27	17	10	61.55	75.23	46.70
		URBAN	34	19	15	81.61	91.14	72.35

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
29.	DELHI	TOTAL	7813	4316	3497	1931	777	1154
		RURAL	751	421	330	249	91	158
		URBAN	7062	3895	3167	1682	686	996
30.	LAKSHADWEEP	TOTAL	43	22	21	9	3	6
		RURAL	18	9	9	4	1	3
		URBAN	25	13	12	5	2	3
31.	PONDICHERRY	TOTAL	698	352	346	176	57	119
		RURAL	247	125	122	85	29	56
		URBAN	451	227	224	91	28	63

SOURCES CONSULTED :

1. Singh R.P., Non-formal Education: An Alternative Approach, New Delhi (1987).
 2. Taneja, Vidya Ratan, Education Though and Practice, Bangalore (1984).
 3. Kohli, D.K., Indian Education and its Problems, Ambala (1990).
 4. Pillai, K. Sivadasan, Non-formal Education in India, New Delhi (1990).
 5. Chandra, Arvind, Non-formal Education for All, Bangalore (1987).
 6. Ansari, N.A., Adult Education in India, New Delhi (1984).
 7. Husen, T. Ed., and Postlethwaite, T.N., The Internation Encyclopedia of Education, New York (1985).
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Part two

Annotated Bibliography

EDUCATION, ADULT

1. ARJUN SINGH. Inaugural address: Adult education. Indian journal of adult education. 44,1-2; 1983, January february;17-8.

Our country has been independent for 45 years now, and yet only 36% of the people in our country are literate 65% of our population is still illiterate. The adult education movement in our country is 34 years old and it has seen many ups and downs in the modern times, knowledge is not limited to one's personal use or benefit. The ordinary level of knowledge or education has far-reaching consequences for the reconstruction of the entire nation. It has been universally accepted that poverty and illiteracy are directly related.

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2. BOWN (Lalage). Adult education - concepts and trends. Indian journal of adult education. 48,1,;1987, January -March; 19-23.

The conclusions of the fourth international conference on adult education and the ideas which emerged at some other less formal meetings the author had prepared a study clarifying the concept and identifying some major trends on adult education in solving the problems of development and as an instrument for involving individuals in economic social & cultural life.

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3. DRAPER (JA). Changing face of adult eduaction :personal

reflections on India. Indian journal of adulte education.52,22; 1991, January-June; 12-5.

Much is changing in the country as a result of adult education. Adult education is premeating almost every corner of society and is becoming is social force in changing society itself. On reflection, the major observation is that adult education in India has indeed come of age.

The article describes concept and changing face of adult education in India; The changing meaning of adult education; changing perceptions of learners; changing vocabulary, changing perceptions; perceiving connections; The complexity of literacy; outcome and process; Motivation; Generic content in trainging programmes; supporting structure for education; Adult education as a social science; adult educations or educators of adults; learning.

: The esence of adult education and closing reflections.

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4. DUTTA (SC). Base of educational edifice to be broadered. Indian journal of adult education. 1990, January; 21-5

Analysing the various aspects of the new education policy says: " Many a time pious ideas remain on paper, because persons charged with the responsibility of

implementing policies either do not have the will to act or donot have proper & adequate financial support" High lighting the important role the voluntary agencies should play in the implementation of NPE, he projects same of the programme I A E A proposes to launch in the immediate future.

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5. DUTTA (SC). Trends in adult education in India.Indian journal of adult education.27,1; 1966 January; 8-10

The most significant moves in this regard have been as follows (1) A memorandum was submitted to the central Ministry of education in 1964. It outlines a programme for liquidating illiteracy in different age groups. The programme envisages opening of adult schools of a hours a week; production of literature for neo-literates and selting up of libraries in rural and urban areas; (2) The universities were requested to establish departments of adult education; (3) More emphasis was laid on the organisation of adult education work in urban areas because of the greater motivation for education in these areas: (4) More stress was placed on political education of the people;(5) More stress was placed on political education of the people.(6) Starting of condensed courses for women was envisaged.

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6. HALL (Budd L). Neg Internationalism.Indian journal of adult education.43,11 and 12; 1983, November-December;5-8.

Adult education is clearly at the centre of the new internationalism. It is a critical factor in questions of empowerment of the dispossessed in the creating and dissemination of accurate information & in the development of the skills of organisation and mobilization that are necessary to make changes.

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7. BANI MAHADEVA. Make requirement conducive to education, Indian journal of adult education. 27,8,1966 6-7.

"Adult education" "Social education" and fundamental education" are being used in India to describe literary campaigns and mass education programmes designed for adults. Adult education in its widest sense suited to adult minds. It includes social, cultural civic vocational health & parental education, whether it is imparted in specially instituted classes or by mass communication media like the press the radio & the cinema. Adult education has two aspects since adult can not be compelled to seek education, (1) consist of the education programmes offered by adult education classes.(2) embrace those formative influences, exerted by prevailing social forces and the media of mass communication which help to make environment conducive to education and enlist the cooperation of adult in this remarking.

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8. NANAVATTY (Meher C). Some useful trends in the field of

adult education. Indian journal of adult education.27,7;
1966 July; 3-4.

Adult education has assumed richness of contents and vastness of coverage. Now it does not confine itself to three Rs. only. It is multi - sided effort to provide facilities of education for adult. It includes.(1) Literary for those who did not have a chance of attending school. (2) continuation education for those desirous to keep up the effort at learning (3) citizenship education for all adults who are members of the democratic society. (4) Leisure- time education. It is felt that there is an imperative need for developing professional content in adult education. For this purpose, the universities, where departments of adult education have been opened, should assume the responsibility of enlarging professional courses.

EDUCATION, ADULT, ADMINISTRATIVE PROBLEMS

9. LONDON (Jack). Problem of the adult administrator.
Indian journal of adult education.20,4; 1959 December; 14-21

The article is a part of a larger study of the public school adult education in California. research on the study was carried on over a three year period in various adult school in the state with particular focus upon adult programmes in the San Francisco Bay areas. The article mainly

addresses itself to the question" what does the administrator do."?

EDUCATION, ADULT, AGED CITIZENS

10. DUTTA (S C) Senior citizens contribution to citizenship development. Indian journal of adult education. 48, 2; 1987, April-June; 15-22

In this paper, a demand has been made for a National policy for the aged, for which a nation wide debate should be initiated for a national consensus. A programme for the aged has also been out lined this needs to be debated we should well come comments and suggestions on this

EDUCATION, ADULT, AGED, CITIZENS

EDUCATION, ADULT, AGRICULTURE

11. DESAI (G R) and ROY (MKS). Information sources for technology transfer: A study. Indian journal of adult education. 44, 9, ; 1983, September; pages-?

Any advancement in agricultural technology to produce the desired result must reach the farmer in the field. The present study on the popularity of various media used for technology transfer is significant in that its findings are a pointer to the media that are likely to be effective in adult literacy our education.

EDUCATION, ADULT, and CONTINUING EDUCATION

12. CHAN (Anthony B). Programme planning for new immigrants and refugees. Indian journal of adult education. 44, 3; 1983,

March; 13-20.

The field of programme planning in continuing education constitutes one of the most salient parameters in the process of life long learning. It provides the foundation and rational for the structural or systemic relation ship between the learner and such disseminators of knowledge or information as facilitators, human resources personnel, Teachers, Instructors, trainers, tutors, danse, directors, coaches, preachers, mentors, preceptors, or expositors, without the underlying multi-dimensional configurations of planning or organisational criteria.

EDUCATION, ADULT, and CONTINUING , INDIA

13. MARKANDA (Savita). Adult and continuing education: The Indian scene. Indian journal of adult education.46,2;1985, february; 21-6

Adult education in our country, says the author, has often been treated as synonymous with adult literacy, the latter if would be erroneous to accept the converse as true. Eradication of illiteracy, however she feels, is still one of the major concerns of the Government. But for the retention of literacy and for preventing obsolescence of various educated groups in the present world of expanding knowledge and fast changing technologies, she further stresses that education will have to be accepted as a continuing and life

long process, and goes on to discuss the continuing education programmes being run by various agencies.

EDUCATION, ADULT - ANDHRA PRADESH

14. MANI (P Surya) and REDDY (S V). Attitude and job satisfaction of organisers working under A.E.P study. Indian journal of adult education. 46, 6-7; 1985, June-July; 28-9

Study conducted in a district of Andhra Pradesh to find out the relationship between the attitude and job satisfaction of organisers working under our adult education programme (AEP) and their personal and social characteristics reveals education and exposure to mass media as significant influencing factors.

EDUCATION, ADULT, ARMYMEN

15. MEHTA (S K). Adult education in Army. Indian journal of adult education. 44,12;1983,December; 10-16

The several lakh strong Indian army is the largest single adult education agency in the country. With the bulk of its frontline soldiers comprising young men from rural background who were initially either drop-outs or had scored low grades in formal school, our army constitutes remarkable example presented here is abroad outline of the courses and educational pattern adopted in the Army educational groups training college and centre at Pachmarhi.

EDUCATION, ADULT, BIHAR

16. GANGULI (Prashant K), PATHAK (K N) and MIRZA (Shanaz). Adult education in Bihar: An Appraisal. Indian journal of adult education. 46,2;1985, Feb, 14-20

Study is an appraisal of two projects being conducted through the Bihar Government in the state's Dumka district predominantly inhabited by a tribal community. Based on data from 58 centres, the study comprises the views of all those involved with the projects-right from the project officer to the learners, including drop-outs.

EDUCATION, ADULT, BOOKS COMPARED WITH COMPUTERS

17. CHHABRA (V N). Impact of New Technology on Book Production. Indian journal of adult education. 46,9; 1985, September; 31-36

Will the computer replace the traditional book? The book as an entertainer a stimulator of ideas, and as an essential educational tool, seems to have long life ahead of it and will continue to be the most effective means of communication in developing countries where eradication of illiteracy is given high priority.

EDUCATION, ADULT, CENTRAL BOARD FOR WORKERS EDUCATION

18. GUPTA (H C) Central Board for Workers Education: An introduction. Indian journal of adult education. 46, 5;1985, May; 16-9

Established in 1985, The central board for workers education is a tripartite body sponsored by the government of India which has among other objectives that of developing leadership from among the rank and file of workers, and enabling trade unions themselves to take over ultimately the functions of workers education. The Director of the board discusses the various programmes and strategies adopted by the board to achieve its objectives.

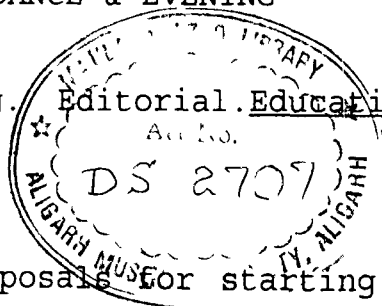
EDUCATION, ADULT, CIVIC

19. RAGHAVAN (G N S). Concepts of 'Civic education.'Indian journal of adult education. 46,9; 1985, September; 5-9

Civic education in the broad sense which promotes critical reflection is unavoidably political though not necessarily in a party sense, and will not shy away from controversial issues... (and) in the circumstances of a developing country may well be described as development communication.

EDUCATION, ADULT, CORRESPONDANCE & EVENING

20. LEARNING WHILE earning. Editorial. Educational India. 27,8;1961, February; 270-71



Commenting on the proposals for starting more evening colleges & correspondence courses to extend to the working people the opportunities of higher education the editorial point out the advantage of the evening colleges and how they

help solve some of the vexed educational problem of today. Evening colleges will not add to the problem educated unemployment. It will help spread among large section of our people which is one of the object ines of the national planning.

EDUCATION, ADULT, CURRICULUM

21. KATIYAR (S N). Approach to the curriculum. Educational forum. 6,1;1961, January; 1-5

The article discusses what is a curriculum, how it differs from a syllabus, and truces the progressive development of the concept from the earliest times to the present day. A child of to day will become and adult of tomorrow if, also deal with classical curriculum and present day curriculum. The curriculum planning should be determined by two factors: (1) child and his activities and experiences; and (2) Adult, his activities and experiences. The objectives of curriculum in terms of abilities, aptitudes, skills and knowledge should be worked out. Its pirotal theme is learning through some socially useful activity.

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22. PATHY (M K). Curriculum and methodology for the deprived class. Indian journal of adult education. 43,11-12; 1982, November December; 23-7

The co-existence of socially and economically privileged and unprivileged classes is a global phenomenon which perhaps be wiped out completely. However, It is our moral and ethical responsibility to strive continuously to narrow the gap between the two classes. The best tool at our command is of course education. The author suggests special methodology and curriculum to bring the deprived an a par with the advantaged.

EDUCATION, ADULT, DECENTRALISATION, PANCHAYATI RAJ

23. JAIN (S P) Decentralisation, Panchayati raj and education.Journal of educational planning and administration. 7,4; 1993, October; 413-26

Describes the concept of democratic decentralization in terms of the status of panchayati raj system in the country. It is argued that the panchayati raj bodies will have to be entrusted with greater responsibility so far as village-level education is concerned, particularly in view of the provisions of the 11 th sehedule of 73rd constitution amendment.

EGDUCATION,ADULT,ECONOMIC ASPECTS

24. SHAH (K R). Economics of adult education.Indian journal of adult education. 44,12,1983, December; 17-22

Expenditure an adult education after all is an investment in human capital formation, the gains of which can

be realised immediately as well as in generations to come. Education not only increases the employ ability of a person but also as its has been observed , adults attending classes are more concerned about their Economic well being.

EDUCATION, ADULT, ECONOMIC ASPECTS, URBAN AREAS

25. GUPTA (L N).Economic aspect of urban adult education. educational review. 68,8; 1961 August; 153-7

The writer discusses in this article economic aspect of adult education.(3) technical education, how this economic education for the city adult will be blessing to the people as well as to the country at large.

EDUCATION, ADULT, EVALUATION

25-A. BAGNALL (Richard G). Participation in adult education. Kly categories in programme evaluation. Indian journal of adult education.49,2; 1988. April- June. 27-33

Participation by adult is an essential aspect of every adult education programme, There are three type of participation in adult education (1) Presence (2) invalvement (3) control, underlying these development though, is the need for a major shift in evaluation emphasis evaluation of appropriate form and central only then evaluative measures of programme participation be of any value of adult education participationers beyond the political utility of statistic on number present.

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26. CHARTERS (Alexander N). Comparative adult education.

Indian journal of adult education. 52,1 & 2; 1991, January-March & April - June; 28-34

The article describes some of the issues and developments related to the area of comparative adult education. It is also discuss the theory, Principles, Methodology and other topics of comparative studies related to adult education, and the issue of language is also noted in the article.

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27. KEMPFER (HOMER). Tools for evaluation. Indian journal of adult education. 21,7, 1960 July; 13-6

Several examples of items from rating scales checklists questionnaires, and tally from are given with the suggestion that each social & education organiser make his own tools to fit the job. Hints of making the various instruments and pointers on their use are given.

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28. KIRPAL (P N). Evalving a natinal pattern of education Shiksha, 14,1; 1961, Jully; 68-72

There can be no two opinions about the desirablity of evalving a national pattern of education. The writer descripts briefly its most important features pertaining to rural

institute secondary universities and technical education. There can be no denying the fact that present system of education is not without some weaknesses but as a whole it is sound and useful. It is not that the present pattern is defective or useless what is depressing is that the rate of implementation and progress is slow and gap between intention and achievement becomes wider.

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29. KUMARASWAMY (T) Evaluation of the activities of Jana Shikshana Nilayams. Indian journal of adult education.

An adequate evaluation base is essential for post-literacy and continuing education programmes for proper assessment leading to systematisation and further improvement. The evaluators should not accept the task if they can not go for field work objectively evaluate and provide scientific data to the decision makers, further they evaluation of JS NS should be carried out in time, then only it will be useful to improve the existing field situation and take corrective step.

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30. MADGE (Charles). Evaluation in fundamental education some problems. Indian journal of adult education. 20, 1, 1959, March; 5- 10

Since evaluation in fundamental education has to take place under field conditions and not in the laboratory, evaluation workers face a number of problems method which have not yet been solved the writer has tried to solve a few a problems like how to control the conditions under which measurment and observation are to be caried out. What should be the qualifications of an evaluation worker and how to carry out an evaluation programme in expensively.

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31. MISHRA (Nilkanth). Adult education programme: Some problems. Indian journal of adult education. 44, 12; 1983, December; 30-32

Adult education programme in India has failed to have the desired impact. The centres scheduled to run for 10 months are sometimes closed down earlier due to poor attendance. The author who got a chance to visit some centres in the state of Orissa, gives reasons for the lack of motivation on the part of learners in this state.

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32. MOHSINI (S R) Awareness in adult education programme: Meaning and scope. Indian journal of adult education. 44, 11,1983 November; 3-7.

When people do not have anything to live upon or have to work hard and out stretch themselves even for living below

the subsistence level their ability to think, to speak or to act is rapped completely. adult education programme under these condition, is to help them in getting rid of their apathy and passionless existance & in finding interest in life. Most crucial factor and ironically the weakest link in the implementation our adult education programme. Objective contents and strategies for an effective awareness programme.

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33. NATARAJAN (R) Adult education programme: Methodology for evaluation. Indian journal of adult education. 44,4; 1983, May; 29-30

Carried out with the objectives of assessing the performance level and determining the lacunal to be filled in an evaluation study is indispensable for any programme or project . The author discusses the methodology to be adopted for evaluating an adult education programme or project.

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34. REDDY (D Janardhana). Evaluation Techniques in adult education. Indian journal of adult education. 46, 4; 1985, April; 14-8

Indispensable for bringing about improvement in any programme, project or scheme, evaluation in adult education is generally constrained due to the low educational level of

the target group. Keeping this in view the author discusses the various techniques as also the timing and the type of evaluations suitable for evaluating an adult education programme.

EDUCATION, ADULT, EVALUATION, DELHI

35. SETH, (M), MEHROTRA (R N) and ROY (B). Impact of a functional literacy programme in Delhi. Indian journal of adult education. 44,7;1983 July; 21-27

A study conducted to assess the impact of functional literacy programme in Delhi revealed that while the overall rate of learning was slow the learning pattern with regard to reading, writing and numeracy varied considerably. Women who were wage earners or were required to do calculation in their day to day life did better in numeracy depend of factors like method of teaching and motivation attitude and back ground of learners.

EDUCATION, ADULT, EVALUATION, GUJARAT

36. SHAH (K R) Adult education in Gujarat: An evaluation study. Indian journal of adult education. 44, 11; 1983, November, 22-7.

The Sardar Patel Institute of Economic and Social research Ahmedabad was assigned the responsibility of evaluating adult education programme in Gujarat by the Ministry of education and culture Government of India. The

evaluation study presented here is third in the series. It covers rural functional literacy project (R F L P) in 12 out of 19 districts of the state. Apart from examining the functioning of the centres the study assesses the impact of the programme on the basis of the feed back from a sample of ex- learners and also throws light on the phenomenon of non participation by eliciting potential learners views.

EDUCATION, ADULT, EVALUATION, RAJASTHAN

37. SHRIVASTAVA (O M).Critical look at amicrolevel adult education project.Indian journal of adult education. 44, 3;1983, March ; 21-23

Valuntary organisation of Rajasthan had launched an adult education programme in 1978 with a view to changing the political and social- Economic conditions of two development block of the state's Udaipure district.The author who is the general secretary of the orgnaziation, sharing his experience of the project says that while adult education is a good entry point for the uplift of a community. Adult educator are developed forum with in the community itself to be analysed before the delivery skill and general awarness package.

EDUCATION, ADULT, EVALUATION role of INSTRUCTORS

38. SAMBAIAH (P) Adult education programme: Instructors viewpoint.Indian journal of adult education.44,4;1983; May;11-4

Although the programme was launched on a promising

note the first national level adult education programme of the country has lost much of its initial thrust within five years of its launching. A study conducted by the author in the tellangana District of Andhra Pradesh revealed that instructors the most important functionaries of the programme are unfavourably disposed to the task entrusted to them due to inadequate physical facilities paltry honorarium lack of corporation from the village elite and government and the learners apathy.

EDUCATION, ADULT, EVALUATION, JNANANTPUR

39. REDDY (G Vidya Sagar) and REDDY (T Subbe). Impact of adult education programme on learners in Anantapur district. Indian journal of adult education. 55, 1;1994, January-March- pages.? 6-10

Evaluates the management and the impact of adult education programme on learners concept considered as a means of bringing about the changes in the knowledge organisation pattern of the agencies involved in the adult education programme district considered (NSS). Student youth and Mahila Mandals.

EDUCATION, ADULT, FACTORS

40. KAKAR (S B) Adult education: A new perspective. Indian journal of adult education. 44, 6; 1983; 10-13

Adult's learning competence does not automatically

diminish with increasing age: on the country on the exactness and reliability of the learning may increase not because the person is becoming biologically order but because he is becoming richer in his experience of assimilation and reality. For effective learning it is essential to offer the individual learner according to his prerquiestion expectation interests and aim a personal possibility to develop a life which for him is satisfying and meaningful.

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41. KEMPFER (Homer).Determining education need of adults.
Indian journal oa adult education. 22, 8; 1961. August ; 5-8.

To determine the educational needs of adults one must find out in the first place as to whatt adults think their educatinal needs are secondly they should be led to new understandings which should arise from their own thinking free easy and extensive association is necessary to discover the real education needs and interests of adults one should have widest most intimate acquaintace with community leader and groups.

EDUCATION,ADULT, HISTORY

42. MEAD (Margaret). Contemporary challange to education.
Indian journal of adult education.22,10;1961; October; 10-13.

Points out how the rate of change has brought about successive stages of thinking about adult education(1)

remedial to effect a superficial social equality fundamental with result of science to bring people up to date and in corporate them into fast developing societies. In future the writer predicates that the rate of change will make old forms of education obsolete and we will instead learn of the nature.

EDUCATION, ADULT, influence on BEHAVIOUR, PARENTS,

43. SINGH (S N) Impact of education on parental Behaviour: An empirical investigation. Indian journal of adult education.

44, 4; 1983, May; 21-4

That educated parent can help the children to develop proper personality characteristic and equip them better to adjust socially is a view commonly subscribed to. While it is difficult to study directly the impact of education on parental behaviour on the basis of behaviour pattern of educated and un educated parents concludeds that higher degree of literacy leads to more positive and healthy pattern of behaviour.

EDUCATION, ADULT, IN RELATION TO DEVELOPMENT

44. ADISESHIAH (Malcolm). Adult education and inequality. Indian journal of adult education. 52; 3; 1991. July-September; 12-21.

Adult education's task in helping to user in the new International Economic order is a multiple one to train and

retrain the manpower needed in the rich and power countries, to translate and operationalise these political, economic and social objectives into action plans and programmes, and even more to diffuse values, orientation, attitudes and perspectives among the people so that the necessary economic arrangements and social institutions can be created to break the current deadlock between the rich and power countries in moving to a world of some justice and less inequality. Deriving these aspects in the title in detail: Debunking some myths of poverty; what is inequality; education and inequality; what role for adult education and International dimensions.

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45. DUKE (Chris). Adult education and development: Some important issues. Indian journal of adult education. 52; 3; 199. July- September; 22-34.

National associations make it easier for adult educators in government, in universities, and in NGOs, to meet together and benefit, in their work, from exchange of experience both locally, nationally and regionally. The danger of such associations may be that in drawing adult educators together they also draw them away from contact and partnership with those in the general education system, and from their development partners in other ministries and fields.

The important issues which are raised in the article fully described in detail they are: Terms and meaning of adult education; what kind of development in adult education; contribution of adult education to the reduction of disadvantage and inequality; adult education and new technologies, implications for policy, management and administration and professionalisation of adult education and the NGO sector.

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46. MUKHERJEE (D P). Cybernetic Andragogy: Educational Homo Erectus to be Homo politicus. Indian journal of adult education. 55,1;1994, January- March; 20-5.

In India attempt is being made to bring the million of illiterate adults. Who constitute more than half of the total population even in the nineties, under the parasol of functional literacy and thereby to make them instrumental to social change. Articles cover weekly following: What is cybernetic andragogy?; Socio- psychological bases of the strategy; psycho-andragogical bases .etc.

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47. SARAF (S N S). Integrating literacy with development: Policy perspectives. Indian journal of adult education. 46, 6-7; 1985, June-July; 21-7.

The implications of linking literacy programme with development are obvious for the success of the former the

problem of motivation would be solved to a large extent. But even literacy and adult education, says the author can promote the activities of development agencies.

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48. SHIRUR (RAJANI R) Development through nonformal education rhetoric and realities. Indian journal of adult education. 55, 1; 1994, January - March; 55-9

Educational , environmental and social strategies have to be rationally mixed to resources mobilisation for achieving true human development various programmes like J.R.Y, TRYSEM DWCTA etc. and above all non formal education is an appropriate means to ensure human development.

EDUCATION, ADULT, in relation to DEVELOPMENT BIHAR

49. PATHAK (K N). Role of AEP in development: Some observations from Bihar. Indian journal of adult education. 46,4; 1985, April; 19-25

In spite of experts repeated advice to link A E P with developmental programmes, the activities at our adult education centres have by and large remained confined to literacy teaching. In the prevailing situation the work done by the adult education functionaries, in some remote areas of Bihar is indeed commendable, proving that sincerity of intent, dedication, initiative and innovativeness are the basic inputs for making A E P a success.

EDUCATION, ADULT, in relation to DEVELOPMENT ECONOMIC

50. DUTTA (S C). Adult education and economic development .

Indian journal of adult education.4,1; 1989,June;16-20

The Indian adult education association organized recently a seminar on adult education and economic development the seminar has recorded the organization of intersine derives to evoke fullest participation of the people in economic development. Various departments of government local self governing institution and valuntary agencies must combine together to launch. Such drives cooperation and collaboration must inform adult education programme at every level with the parent department acting at the coordinator.

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51. MOHSINI (S R). Authentic development: The role of adult education. Indian journal of adult education. 44,1-2, 1983,Jan- Feburary ;6-16.

Indian efforts for development, good as they are in terms of economic growth have been dismal failure in terms of social justice. Authentic development has to concentrate on developing self- fulfilment and self -realisation of human potential, eradication of poverty and to climation of inequality in all its forms. Authentic development embraces all dimensions of improvements in the life of individuals, families and communities, role of adult education the poor

people's positive response towards development programmes is the necessary condition for achieving the objectives of authentic development.

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NORTON. (John. K). Education and economic development. Indian journal of educational administration and research.1,4;1961; Spring;10-21

The writer says that the experience of a number of developed countries makes it abundantly clear that there is substantial correlation between educational & economic progress are complex. They are inter- active rather simple and direct in their causal effects. More and better education tends to increas economic productivity. Higher production makes up of the performance of education a in achieving these objective by all possible mean.

EDUCATION,ADULT, in relation to DEVELOPMENT,RURAL

53. RANJIT (Singh) strategy to develop rural poor. Indian journal of adult education.44,7;1983,July;33-34

Any educational programme for the Indian efforts to help them earn a living the economic self dependence says the author, would create a need for literacy for managing ones economic affairs and also self confidence to rise up to social injustiec.

EDUCATION,ADULT,in relation toDEVELOPMENT, URBAN

54. DUTTA (S C). Role of adult education in industrial and urban development: The Asian scene. Indian journal of adult education. 43, 11-12; 1982, November-December; 14-22

Urbanisation is part of a nation's evolution which can not be decried on account of the accompanying problem of congestion and over crowding of cities. The article outlines the construction the rate that adult educators can play in the induction of new immigrants to usher in a new civilization, a new culture and new values based on equality social justice and freedom for all.

EDUCATION, ADULT, in relation to EDUCATION, POPULATION

55. NASEEM, AKTHAR. Naseem case for Intergration of population education with adult education. Indian journal of education. 52, 3; 1991. July -September; 49-52

Problem related to population become a subject of scientific study in India various approaches such as clinical service & information education & communication support. In the case of the functionaries who could not be oriented in population aspects in the pre service training programme a separate orientation. Population education concept and messages specific to the need and interests of the woman groups are to be integrated for female centres.

EDUCATION, ADULT, in relation to ENVIRONMENT AWARENESS

56. DUTTA (S C). Environmental education and adult education: Need for linkage. Indian journal of adult education.

44,11; 1983, November; 8-9

Adult education is concerned with improving the life style of the people. In the Indian context it must concern itself with poor and their poverty, this would be possible if we work toward preserving and improving the resource base of the poor the environment.

EDUCATION, ADULT, LANGUAGE

57. SHARMA (R C). Adult literacy: Language beyond language. Indian journal of adult education. 44,7;1983, July; 18-20

The author says about adult literacy is systemic education which aims to train people in the writing of a language of which they are either native speakers or which they speak and understand well. A linguist has as much to contribute to it as an educationist or a social scientist the author examines the issue from a linguist's point of view.

EDUCATION, ADULT, LANGUAGES, READING MATERIAL

58. KUNDU (M). Language simplification for Neo-literates: Some suggestion. Indian journal of adult education. 44,12;1983, December; 13-16

The fact that there is a dearth of reading materials for post-literacy and follow up stages is commonly accepted

by our adult educators. But even the materials available are not tailored to the adult learner's needs. These are a replice of the materials produced for children, as a result of which adult learners lose interest. The approach to simplification of language, including style, format and theme, for adults should be different from that adopted in the case of children.

EDUCATION, ADULT, PROBLEMS, LITERACY

59. RAHI (A L). ILLITERACY CAMPAIGN IN INDIA: Indian journal of adult education. 55, 1; 1994; January - March; 41-5

One of the most important indicator of the socio economic development of society is literacy. To eradicate illiteracy from India various approaches were implemented. Indian campaign was also inspired from the mass campaigns in Brazil and Tanzania. But less fiscal allocation, less dedication of leaders, drop outs are some hindrances in the way.

EDUCATION, ADULT, LITERACY, PROBLEMS, TRIBALS, RAJASTHAN

60. INTODIA (S L), DANGI (K L) and UPADHYAY (Rekha). Factors responsible for low literacy among tribals Dungapur district (Rajasthan). Indian journal of adult education. 51, 2; 1990 April-June; 42-51

The present study was conducted in Dungapur district, Rajasthan. The low literacy among boys was due to the reasons

that they assist their parents in farming activities. In case of girls the economic reasons come out to be the most important factor which has always been a bottle neck in sending the girls to school miscellaneous reasons were ranked second and social reasons were least important for low literacy among them.

EDUCATION, ADULT, LITERACY PROGRAMME

61. DUTTA (S C). Hundred percent literacy: Perspective and plan. Indian journal of adult education. 46, 2; 1985, February; 10-13

Cent percent literacy, says the author, does not exist even in highly developed countries of the world. Stressing the need to be realistic he says that it should be a matter of satisfaction if by 1990 we can raise the literacy percentage of women to 66 and that of men to 85. Making some practical suggestions, he further observes that the task would be easier if we restrict our goal to functional literacy as distinguished from academic literacy.

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62. MOHSINI (S R). Creation of environment for eradication of illiteracy. Indian journal of adult education. 48, 1; 1987, January- March; 52-6

To prevent a campaign for the eradication of illiteracy from becoming counter productive the author stresses that

multi, dimensional efforts need to be made prior to its operational stage, mobilising all sections of society. It is only after this mobilization effort has been initiated that National and state commissions set up to work up to policies & strategies for assigning responsibilities and coordinating activities of various departments/agencies should get into operation.

63. PANDIA (M N). Simple ways to lasting literacy. Progress of education. 34,1; 1959, August; 7-11

How the new-literates should be taught so that they may feel interested in what they are learning and do not relapse into illiteracy soon thereafter has been discussed at length in the article. Suggested for a lasting literacy among the neo-literates coordinating of knowledge with their interest is considered to be of great importance. Personal contact of teachers with the learners both in and outside the class is important in so far as it ensures better results.

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64. PILLAI (K S). Total literacy in the context of education for all by 2000 A.D. Indian journal of adult education. 55,1; 1994, January- March; 37-40

Education is for liberation. It should be for life and for bettering living conditions. Every effort has been made

to make all literate by various method. Total literacy achievable in India in the age group 15-35 years by 1997 or at least 2000 if concerted; continued efforts are made. It is duty to achieve this ultimate goal. Let us stive in this direction with cincerily and conviction.

65. SETH (M), MEHROTRA (R N).and ROY (B).Behaviour pattern of education: A study. Indian journal of adult education. 44,3; 1983, March; 24,-30

In this article the writer say that success of a sunctional literacy programme depends as much the educators as the learns themselves. This study of the behaviour pattern of educators of nine centre in Delhi reveles that which education are instrumental in motivating women the programme lacks in other aspects like effective use of visual aids and non traditional approach of teaching research into the psychology and methodology of adult teaching learning programmes important to have eductors. But are genuinely interested in the welfare of illerates.

SLATTERY (Robert).Creation and sustenance of literacy. Indian journal of adult education.55,2;1994 April-June;61-6

Total literacy campaign has worked well in some districts Mahila Mandals have done very good work in some

places. We have to reflect on our experiences, see possible models and their applicability to different areas. We have to see what has to be the basic thought to create, and more importantly, to sustain literacy.

67. TARLOK SINGH. Total literacy compaigns as National strategy: A time to pause and think. Indian journal of adult education. 52,4;1991,October -December; 5-11

The end of 1989 and beginning of 1990, it had become clear that there would be a substantial short role in achieving the target of 30 million adult illiterates in the 15-35 age group being made literate over the period 1987-91 the National literacy mission. No comprehensive public statement on the change in strategy appears to be available.

EDUCATION.ADULT,LITERACY PROGRAMME,DELHI

68. CHATURVEDI (V) and BRAHAM PRAKASH. Impact of functional literacy programme in Rural areas near Delhi. Indian journal of adult education. 44,3;1983,March;31-35

Functional literacy the study reveals through positively related to knowledge and attitudes is not significant in its impact on the adoption behaviour of the age group above 35 years. Hence a functional literacy programme the author says not only will it tend to raise the social cost in terms of delayed benefits may also become more

expensive in net benefits.

EDUCATION, ADULT, LITERACY PROGRAMME, EVALUATION

69. (CHITRA) NAIK. Education for all by year 2000: The Indian context. Indian Journal of Adult Education. 55, 2; 1994, April-June; 27

What are the implications of the time frame by the year 2000 which we have been referring to in the past few years again and again? What is the urgency for observing this time frame? What kind of society do we envision in India at the turn of the twentieth century? What is the size of the problems we must face and solve for achieving education for all by the year 2000 and taking it further along a logical path? Most of these are rather complicated questions, not simple to take. It may not be possible to place them in clear-cut slots for guidance to planning and programming for education for all.

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70. VENKATAIAH (N) and REDDY (P Adinaiayana) Adult education programme. Indian journal of adult education. 44, 4; 1983, May; -15-20.

The writer discusses the post literacy programme as important not only to prevent new literates from relapsing into illiteracy but also to set them on the path of life long education. A study conducted in the Chittor district of

Andhra Pradesh revealed that while a large number of new literates are interested in agriculture moral stories and general reading the interest of male and female new literates vary considerably.

EDUCATION, ADULT, LITERACY PROGRAMME in relation to DEVELOPMENT

71. PILLAI (K S). Total literacy in the context of education for all by 2000 A.D. Indian journal of adult education. 55,1; 1994 January March; 37-39.

To achieve education for all by the turn of century clarified effort should be made among all section of society irrespective of age, sex, caste etc. Efforts should also be made to locate all left out illiterates, Economic and developmental aspects should be adopted self employment activities should be created. Education should be attained through formal and non formal ways.

EDUCATION, ADULT , LITERACY PROGRAMME, KARNATAKA

72. TALAWAR (M S). Total literacy campaign: Resource Mobilisation with reference to Karnataka state. Indian journal of adult education. 55,1; 1994 January -March; 5-9.

National level total literacy programme is a good effort to eradicate adult literacy the success of it depend upon the mobilization of resources. Karnataka , one of the first state to pursue comprehensive programme for total literacy in different districts with precedence over other

programme, tegy gives enough flexibility for Zidla Saksharata Samiti to identify their thrust areas. Programme also suggest some retbacks, so it needs greater cooperation of people in its potentiality.

EDUCATION,ADULT ,LITERACY PROGRAMME,KERALA

73. PILLAI (P Gopinathan). Ernakulam: The first total literacy district in India. Indian journal of adult education.52,3 1991; July-September; 58-65.

Every human being should have the right to lean,the right to read and write, the right to question and the right to imagine & creat. Lead kindly light was the massive invalvement of government officials from the district Collector down to the village officers. Literacy promotion needs resources, but it needs insight, empathy and the desire to work face to face with the poor. It is the sacrifice, committment and hard work on the part of thousands of instructors and activists that made this venture a great success. The inspiration and enthussian that radiate from the ernakulam expriment thus spread to the entire lenght and breadth of the country.

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74. PILLAI (P Gopinadhan). Involvement of resource persons in the total literacy campaign in Kerala: A study. Indian journal of adult education.55,2;1994 April-June;55-60.

The investigator is the project officer (Adult education) in the centre for adult continuing education and extension, university of Kerala. He is also one of the key resource persons for the Akshara Keralam project involved activity in the organisation and implementation of the project. Different agencies involved and various opinions emerged on the organisation and implementation of Aksharakeralam project.

EDUCATION, ADULT, LITERACY PROGRAMME, MADHYA PRADESH

75. KUNDA Supekar and BAJPAYEE (Archana). The pyramidal training structure in T L Cs of Madhya Pradesh: An impact study. Indian journal of adult education. 55, 1, 1994, January -March; 26-36.

Important and significant developments in literacy promotion took place after launching of the National literacy mission. The centre based approach has been changed to campaign volunteer based approach which came with International literacy, year 1990. Due to area specific time bound, volunteer based, cost effective and result oriented approach, the state Madhya Pradesh launching the total literacy campaign a few districts.

EDUCATION, ADULT, LITERACY role in DEVELOPMENT

76. SHUKLA (S). Literacy and development: Indian Journal of Adult Education. 52, 3; 1991. July-September; 5-11.

Deals with background and historical perspective of literacy development in India. In this last decade of the century, this country faces its half literate society with rather harder tasks and with , what should have been a vanguard intelligentsia organised either under nationalist or revolutionary auspices, would make it face up to the challenge of universal literacy of India's society. There three point had been highlighted fully: Functional literacy, development or liberation; quantitative growth and culture and society.

EDUCATION, ADULT, LITERACY role of EDUCATION PRIMARY

77. RANJIT SINGH. Nationalize primary education to eradicate illiteracy. Indian Journal of Adult Education. 46, 4; 1985, April; 23-25.

The conditions in our Government primary schools specially these located in villages and city slums, says the author, are so bad that parents normally do not want to send their children to these schools. This has resulted in the mushrooming of so called 'public' schools, to the extent that even big villages have such schools now. If we sincerely wish to develop the weaker sections of our society, we must nationalise primary education, feels the author. For in this way the children of politically and socially influential people would also be admitted to the same school and they might put pressure on the teachers and administrators to provide quality education.

EDUCATION, ADULT, LITERACY, role of UNIVERSITIES

78. DRAPER (James A). Universities and the challenge of illiteracy. Indian Journal of Adult Education. 48,1; 1987 January -March; 57-66.

Discusses the programme of action outlined for the implementation of adult education programme under the New education policy of 1986, dynamically and actively involved in making the programme a success. The lead, no doubt will have to be provided by our universities. We reprint from the columns of one of our earlier issues and article which outlines the procedure, that could be followed by universities clearly identifying their roles in adult education.

EDUCATION, ADULT, LITERACY, PROGRAMME, BIJNOR, U.P.

79. IYER (Parameswaran). Managing the total literacy campaign. A case study of district Bijnor. Indian Journal of Adults Educatio. 55,1; 1994. January- March 46-49.

Total literacy campaign aims at making literate all adults in the age group 15 to 35 is currently being implemented in 250 districts all over the counrty. In Bijnor, street plays it was found that the importance of literacy was much appriciated in rural areas. Effective leadership is crucial for the success of T L C.

EDUCATION, ADULT, MIZPRAM (INDIA)

80. SUDHIR (Kumar M.A). and LALRINKIMI. Non formal education programmes in Mizoram: Retrospect and prospects.

Indian Journal of Adult Education. 44,11;1983,Nov;28-33.

The adult education needs of each Indian state are governed by conditions peculiar to it, the country" proverbial unity in diversity also offers a lot of scope for learning from each other's experience the adult education scene-past as well as present -in the union territory of Mizoram.

EDUCATION, ADULT, MOTIVATION

81. UNİYAL(M P) and SHAH (Beena). Dynamics of motivation for adult learners. Indian journal of adult education. 44,10; 1983, October; 3-5.

Discusses motivation of learners is undeniably the most decisive factor in the success of an adult education programme. The compulsion to learn says that author is more effective if it is internalised rather than when introduced through an external agency advocating techniques like social engineering the article focuses on the question how to generate a need for learning among and mass.

EDUCATION, ADULT, MOTIVATION RURAL

82. PRASAD (Hemlatha). Motivating adult learners in Rural Areas: An analytical study. Indian journal of adult education. 46,3; 1985, March; 19-24.

Motivation, says the author refers to the process of arousing action, sustaining the activity in progress, and

regulating the pattern of activity. To motivate is to cause the release of energy to the desired goal. The article analysing the findings of studies conducted in Andhra Pradesh Rajasthan, Bihar and pune in Maharashtra, concludes that unless Adult education programme is meaning fully linked to the programmes with economic benefits, the required motivation may not be generated, and recommends that women centres should be integrated with the functionaling of Mahila Mandals to enable them to utilise facilities like that of creche and nutrition programmes.

EDUCATION, ADULT, NEO LITERATES

83. PILLAI (K S). Convocation for Neo literates: A Novel experiment. Indian Journal of Adult Education. 46, 6-7; 1985, June- July ; 13-15.

The decision to organise a convocation to honour neo-literates by a university which does not hold a convocation even for awarding Ph.D. degrees to its students is indeed a striking one the novelty of which only reflects the university's innovative approach and deep involvement with the cause of literacy. The coordinator and head centre for adult education and extension, university of Kerala narrates this unique experience with the hope that other universities would follow suit.

EDUCATION, ADULT, NEO LITERATES, READING HABITS.

84. MOHANTY (Kalpana). Reading interests of Neo-literates: A study: Indian Journal of Adult Education. 48,1; 1987 January - March; 24-28.

Discusses the problem of relapse into illiteracy is closely related among other things to how interesting and useful the follow up literature is the present study is an attempt to find out the reading interests of neo literates in the angul Block of Dhenkanal district in Orissa.

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85. REDDY (B.Krishna) and REDDY (P V subba). study on reading interests of Neo- literature. Indian Journal of Adult Education. 52,1 & 2; 1991, January -March & April-June;79-83.

Education is essential for human development. Democracy can not function without education. In view of the preferences of the neo-literatures, the implementing agencies of post-literacy activities should consider the reading interests while selecting the books for J S N S. The major reading interests of the neo- literatures are daily news papers, weeklies, cine magazines, novels, Balamitra and chandamamas on one hand and on the other hand books on health, books on home affair sand books relating to occupations.

EDUCATION,ADULT,NEOLITERATES RURAL,

86. SARAWATHI (L S) and RAVINDRAN (D J). Hidden Dreams: the neo-literates speak. Indian Journal of Adult Education. 41,12; 1980, December; 23-27.

A camp of neo literates was organised by the rural development society in chembakkam village of Titupporur block in the chinglepattu district of Tamil Nadu under the N A E P (National adult education programme). In which a total of 32 adults, both man and women, had come from five villages and views were sought from them as to what they thought of the NAEP of their lives and environment, their ability or inability to attend school in early life, their experiences and impressions, their desire to continue or give up studies, availability and frequency of reading material and their reactions on the idea to form into a study circle for identifying the problems of education and the means to solve them.

EDUCATION, ADULT, NEO LITERATES, RURAL READING HABITS

87. RAM SHANKAR, SHUKLA (Manju) and SUNDRIYAL (P K). Reading interests of Rural Readers: A study. Indian journal of adult education. 46,12; 1985, December; 14-19.

A study recently conducted in the Lucknow district of Uttar Pradesh to find out the reading interests of rural readers including neo-literates and persons with limited reading ability revealed that while most of the readers read

mainly for recreation, a desire to increase knowledge promoted a fairly large number of the respondents to read. As for the form or type of literature preferred, stories with rural back ground were the most popular followed by novels, social, books religious books, magazines and folk lores, in that order to technical books or those related with professional knowledge were not much in demand.

EDUCATION, ADULT, PLANNING , METHODOLOGY

88. BL-HOUT (Mohamed Sabry). Strategic planning for educational system: Necessity and Methodology. Indian Journal of Educational Planning and Administration. 8,1; 1994, January; 47-62

Education planning developed in the 1960 in the context of unprecedent economic expansion and educational development. It was then seen as having the task of orchestrating a great expansion of educational system with in the dual perspective of democratizing education and furnishing the economy with the qualified manpower which it needed. It has to admitted that educational planning has lost most of its prestinge. It has been accused of being sometime influential. Instead of retreating planning should face up with imagination and rigious to the changes it confronts and set out on new strategies for action.

EDUCATION, ADULT, POLICY, ILLITERACY

89. TARLOK SINGH. New education policy and eradication of illiteracy. Indian Journal of Adult Education. 48,1; 1987 January - March, 43-6.

The new education policy, says the author, has rightly stressed that to promote equality, It would be necessary to provide equal opportunities for all not only in terms of access but also condition for success and the single most critical element for realizing this goal is mass education while the policy has asked the whole nation to pledge itself to the eradication of illiteracy. It has not convincingly stated the governments own firm commitment to the pledge which is essential starting point.

EDUCATION, ADULT, PROBLEMS

90. MUTHUKRISHNAN(S). Adult education- the need of the hour. South Indian Teacher. 33,11;1960; 331-2.

In India adult education problem has three distinct aspects, (1) the aspect of the starving literate, (2) that of the semi literate and (3) that of the complete illiterates. Following steps are suggested to make adult schools a success: free supply of books, states. etc, to adult learners. Award of monthly scholarship, prizes for regular attendance at classes, visits to places of interests, holding of inter- adult school completions in sports, music, elocution, etc, are all good incentives. Government should

also start employment bureaux and issue neo- literates necessary certificate to ensure their employment.

EDUCATION, ADULT, PROBLEMS, DROP OUT

91. BISHT (A R). Dropping out phenomenon in adult education. Indian Journal of Adult Education. 44,4; 1983 May; 25-6.

Discusses, the problem of an ever increasing number of adult learners dropping out in mid term or not turning up at all for the classes after enrolment has dominated the Indian adult education scene for quite some time now the author giving some socio-psychological factors working behind the phenomeno make suggestion to over come the problem.

EDUCATION, ADULT, PROBLEMS, DROP-OUTS

92. SAMBAIAH (P). Adult education programme: Viewpoint of Drop-outs. Indian journals of adult education. 44,12; 1983, December; 23-5.

Lack of motivation among learners is considered as one of the major stumbling blocks of our adult education programme. A study addressed directly to drop-outs in the Telangana 'a a 1584 ~~Andhra~~ Pradesh revealed that while they had a positive attitude towards adult education their motivation was adversely affected due to inadequate physical facilities, irrelevant content, improper teaching teaching techinques, and incompetency and unpleasant behaviour of

instructors.

EDUCATION, ADULT, PROBLEMS, LANGUAGES

93. TRIVEDI(R S). Problem arising from the three language - formula, Journal of Education and Psychology. 23, 1; 1965, April; 23-5.

The problems of languages has been a major political issue in India. The three language farmula is a very pragmalic approach to it education language teaching is considerd to be an academic matter with its reference in psychology and sociology of

EDUCATION,ADULT, PROGRAMME

93-A. RAO (B S Vasudeva). Adult education programme: A study on work environment of field functionaries. Indian journal of adult education. 49, 3; 1988, July September;57-62.

Adult education programme, over the years has achieved special significance it involves the cooperation of defferent groups of individuals project officers and supervisors are important field functionaries in implementing the programme officers and supervisors, it can be observed that all of them had expressed some problems regarding the programme. The field functionaries are the vital links in the adult education programme and success of the programme.

EDUCATION,ADULT,PROSPECTS or FUTURE

94. RAGHAVAN (J Veera). Challenger of adult education in

2000. Indian journal of adult education. 48, 1; 1987,
January - March; 4-8.

Discusses about challenge of adult education in survival, justice economic development equality of life and environment, says the author would be the order of priorities in the 21st century. We can achieve these objectives through adult education by converting our population into resources. It is important, he stresses to realize that more numbers do not constitute resources the way described in our great epic primarily because of their quality.

EDUCATION, ADULT, RESEARCH

95. DRAPER (JAMES A) Interlinking adult education research to current issues. Indian Journal of Adult Education. 44, 7; 1983 July; 6-10.

Discusses theoretical research has been a much neglected of adult education. What needs to be encouraged is quality research that inter relates the solving of problems with enhancement and application of knowledge, the implications of same trends related to theoretical understanding of adult education like the starting of the universally level diploma certificate and degree programme comparative studies distance education, and, a probe into how learning occurs within the military and reform institution.

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96. DRAPER (James.A). Post scrit on research in adult education. Indian Journal of Adult Education. 44, 4; 1983, May; 8-10.

The writer says in this article that "Research is not a methodology but away of acquiring and under standing knowledge. Research begins with a goal, with a research question an from this follow appropriate research methodology, researchers must open to seeking alternative path tothis " discovery of knowledge and possess the professon to be able to defined the path they chose and the wisdom to know the deforence.

97. SELVAM (S). Research in adult education. Indian Journal of Adult Education.44, 6; 1983 June; 14-6.

Whether the methodology for research be participatory or the conventional one based only on question naires and interviews is the issue being increasingly debated by researchers. While it may not be wise to discard one in favour of the other feels the author, participatory research is more likely to bring about progressive change, he advised should be adapted only after its appropriateness for the developing world has been throughly explored.

EDUCATION,ADULT, role of COMMUNICATION

98. BAJWA (Ranjit Singh). Two-way communication in education. Education quarterly, 16, 64; 1964, December; 219-222.

After explaining the meaning of communication and its relation with education, urges that steps should be taken to encourage both old and written two-way communication in the classroom. Under the guidance of a teacher who will provide an opportunity for two-way communication, learning is bound to take place, because communication and learning, though not synonymous, go hand in hand. The role of teacher in two-way communication, he is no longer passive agent to of unporting information to his students. his job is to facilities communication between himself and the students.

EDUCATION, ADULT, role of COMMUNICATION, INDIA

99. KAKAR (V N). Mass media forcivic education. Indian Journal of Adult Education. 46,9; 1985, September;

If the country is attacked, almost instantaneously, the people become aware of it and it does not take much effort on the part of communication to inspire them... stories about crime and sex spread faster...(these) variations in communication behaviour in the same situation and (also) in relation to the same subject have to be born in mind both by policy -makers and communication specialists...There is always a meeting point between what people want to see or hear and what persons behind communication want them to see or

hear. That has to be identified and exploited.

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100. MOHANTY(B B).Adult education and mass media for civic education: A critical approach.Indian journal of adult education.46,9; 1985, September; 10-16.

Adult education,when properly translated into operational terms, is reduced to a series of communication tools, and there fore needs the support of the communication media, materials and structures...the communication media also need the support of adult education so that the messages are under stood perceived and favourably treated by the intended audiance.

EDUCATION,ADULT,role ofCOMMUNICATION

101.YADAVE (J S). Mass media for civic education the challenges of research. Indian journal of adult education. 46,9;1985, September; 17-21.

Indepth analysis of the trends in media effects show that the mass media are effective whenever the contents are relevant and or of political significance and sources are considered as credible...(As for use of radio and television for adult and civic education in India) one of the major challenges for research is to investigate and understand fully the reasons for decline in effectivity from pilot to on going programmes for mass education.

EDUCATION,ADULT,MEDIA ,role ofCOMMUNICATION

102. DESAI (M V). Bending Media to the ends of education. Indian Journal of Adult Education. 46,12; 1985. December; 5-9.

What we need to generate with the help of media and telecommunication. author says is programme which involves every body as promoter as well as a recipient of new attitudes and ideas then come the use of the media in imparting skill as also in helping improve the mind according to the learners interests aptitudes and abilities, vast and growing disparities that exist between urban and rural areas information rich & poor and deep education at much lower than the present overheads and per capita costs".

EDUCATION, ADULT, role of COMMUNICATION, MEDIA, TELEVISION

103. AGRAWAL (C Binod) Adult education and television of civic education: A sociological analysis. Indian Journal of Adult education. 46,12; 1985 December; 2-4.

The recurrent finding of research in India has been that television viewing helps in equalising knowledge gap between literates and illiterates, and that education is not a necessary condition for comprehending television messages. Several analysis at the same time have also indicated that the information gap between the rich and the poor is increasing as a result of television introduction in this country due apprently to the lack of access of the later of

the medium. We achieve like adult civic education.

EDUCATION, ADULT, role of KIDD

104. COCHRANE (N J). Cross-cultural comparison of J.R.Kidd's contribution to adult education. Indian journal of adult education. 46,3; 1985, March; 3-13

The present study compares kidd's contribution to adult education in India and Canada by the use of questionnaire and interview methods. based on the views of adult educators, officials at UNESCO, colleagues, adult education students and close friends of kidd the study concludes that his contribution was very consistent from Canada to India. The majority of participants viewedkidd as very stable and reliable in his personality and work. They said that they could rely upon his judgement because he showed an unswerving commitment and high calibre of persoanl application in his personal and professional relationships.

EDUCATION, ADULT, role of MEHTA

105. ADISESHIAH (Malcolms). Place of Mohan Sinha Mehta in adult eduucation. Indian Journal of Adult Education. 46, 6-7; 1985, June-July; 15-7.

The author says was the lack of education. Dr.Mehta regarded adult education as the basic cure for all of India's ills and did pioneering work to make adult education a powerful and integral part of the university life and thought

concerned as much with the social illiteracy of the literate educated adults as the illiterate adults. Dr. Mehta's message was that adult education is the concern of all people all departments and all sectors of society.

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106. BORDIA (K L). DR. Mohan Sinha Mehta: An Institution Builder. Indian Journal of Adult Education. 46, 6-7; 1985, June -July; 5-7.

Dr. Mehta's life became an untiring effort in setting up institutions of innovative education and development, inspired by concern for the common man. The extent to which he was committed to the cause is evident from the fact that he began work on seva Mandir -an institute presently serving 371 villages with 104 full time workers- at the age 72 and was till the day before his death preparing blue print for the expansion of a training centre near udaipur.

EDUCATION, ADULT, role of SCHOOLS

107. D'SILVA (S). Social programmes in school. Secondary Education. 5,3; 1960, October- December; 47-8.

There are various ways by which pupil can educate and uplift community. Pupils should be made to realise that education is a great privilege which society offers them and therefore, they must try to pay back some of their debt to the community. The article discusses how this can be done.

Every school should have a social service unit which organise programme of work in and without the school and spend amonth or more in the selected villege the expenditure earns from student fee and pastly from eontributions.

EDUCATION, ADULT, role of TRADE UNIONS

108. DUTTA (S C). Trade Unions and community. Indian Journal of Adult Education. 44,6; 1983, July; 2-5

In a society where a few have prospered on the subjection of the many, trade unions being the country's organised force at the grass root level can not offered to limit their concern to wages benifit & industrial relations. A production tool indispensable for the economic growth of the country, The rural labour and align themselves with other movements like adult cooperatives and organisation of the rural poor and slum dwellers.

EDUCATION, ADULT, role of UNION, CREDIT SEVA

109. KARUNAN (J F Victor). SEVA credit union : A success story of workers' self -reliance. Indian Journal of Adult Education. 46, 5; 1985, May; 37-40.

Adult education and economic development, it has come to be accepted are not unrelated. The present article which marrates the sucdcess of the Bangalore idustrial workers effort to float a cooperative credit union is signifieant in that it implies generation of awarencss among workers about

cooperatives and also because it is a printer as to how the potential strength of collected workers can be channelised in a positive way without necessarily having to take resources to the path of confrontation for solving their own problems.

EDUCATION, ADULT, role of UNIVERSITIES

110. FRIESCEN (J K). Professional adult education as a discipline. Indian Journal of Adult Education. 26; 8, 1965, August; 8-9.

Adult education- outline of an emergency field of university study by Jansen Liveright. The discussion bears on adult education as a discipline, adult education is an emerging profession which will grow and strengthen in the developing countries. It is interdisciplinary, It is an essential branch from other field of study because it is a practical subject like the applied science. Sociology, Psychology are other to offer to adult education.

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111. GOWDA (A C Deve). The role of the university in adult education. Teacher Education. 10(2); 1965, October; 134-9.

The problem of continuing education for teachers is somewhat different from that in the other profession on account of some peculiar characteristics of the profession as we find it today in India. There are aspects of education of teacher & their training, professional education, lectures in

universities should be giving at least short summer course in education, second method of teaching etc.

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112. JAYAGOPAL (R) Adult and continuing education programme of the university of Madras-Indian journal of adult education. 44, 6; 1983, June; 3-10.

Upon this gifted age in its dark hour falls from the sky ameteoric shower of facts - they lie unquestioned uncombined whsdom enough to teach us of our ill, is daily spun; but there exist no loom to weave it into a fabric.

EDUCATION, ADULT, role of UNIVERSITIES, NSS

113. FERNANDES (Marjorie). Role of universities and solleges in adult and continuing education.Indian Journal of Adult Education. 44, 6; 1983, June ; 17-22

Bringing to light some of the shortcomings of the present system of higher education in India the author discusses the kind of adult education that is needed and the role that universities and colleges can play in adult and continuing education with particular reference to women's eduction and the efforts made by the NSS in this direction.

EDUCATION,ADULT, role of UNIVERSITIES,TRAINING

114. SHAH (S Y).Training of adult educators and the university system in India: Themes, Techniques, and issues.

Indian Journal of Adult Education. Vol:52 Nos 1 and 2 1991.
January - March & April -June, 15-20.

The origins of training of adult educators as an important function Indian universities may be traced to the policy of university Grants Commission proclaimed in 1977 and the launching of the National adult education programme in 1978. aimed at improving the quality of the training component of adult education programme calls for a proper assessment of the needs and background of adult educators, a comprehensive survey of resources and a thorough review of the prevalent training package. The themes and techniques reveals their inadequacy in achieving the basic objective of " acquainting the participants with skills in training methodology."

EDUCATION, ADULT, role of UNIVERSITIES, EXTENSION, TRAINING

115. BALKRISHNAN (V K). Scope for university extension. Times of India. 1966 August, 7,- 8.

University extension' is the term which includes all the activities of a university other than the conventional programmes of teaching and research held at the various colleges. The main of this extension' activity of the university is to make the university resource available to as many people as possible. During the past few years university extension service have mainly developed as follows: (1).

teaching by correspondence and home study. (2). Evening college (3) Audio - visual aids (4). Radio and television (5). Press & publication services (6). Lending library services (7). Summer school programmes. (8) Short courses and seminars. Various extension. (1) Correspondence courses (2) Postgraduate evening classes (3) Evening classes for the colleges. (4) Women's Non collegiate courses (5) Part time courses in foreign languages. It is suggested that the university may set up an extension division under the guidance of dean university press for publishing pamphlets. And other material needed to take the university to the people.

EDUCATION, ADULT, RURAL

116. NANATTY (M C). Labour organisation for the rural poor: An experiment in adult education. Indian Journal of Adult Education. 43, 11 and 12; 1982, November. December; 10-13

Exploited for generations, the rural poor of our country continue to accept their lot with timidity and sense of resignation. They need to be organised to be stirred out of their culture of silence, says author & for this we need more organisations like the LORP which would function on the bases of cooperation development and welfare and not class conflict.

EDUCATION, ADULT, RURAL, FARMERS

117. KOKATE (K D) and TYAGI (K C) Training needs of trained

and untrained farmeers. Indian journal of adult education.
44, 6; 1983, June; 27-31

That farmers need to be trained to be able to make use of advanced agriculture technology goes without saying the authors on the basis of a study conducted in the Krishi Vigyan Kendra of karnal conclude that the perceived need of both trained and untrained farmers is maximum with regard to health care of animals and training programmes should give utmost attention to this aspect.

EDUCATION, ADULT, RURAL FARMERS, MAHARASHTRA

118. NANDAPURKAR (G G) and SIR DESHPANDE (K H). Imparting Mass training to farmers. Indian Journal of Adult Education.
41, 12; 1980 December; 28-31

This article present study carried out in the parbhani district of Maharashtra throws interesting light on the impact of mass training programme in effecting a change in knowledge and attitude and adoption level of farmers. They have shown that training has resulted in influencing favourable attitude as well as gain of knowledge and adoption of improved agricultural practices to a considerable extent.

EDUCATION, ADULT, RURAL in relation to DEVELOPMENT, SOCIO-ECONOMIC, EVALUATION

119. GUPTA (J L), TRIPATHI (S N) and YADAV (J P) Impact of literacy on socio-economic conditions of rural poor. Indian

journal adult education.55, 1; 1994, January - March, 67-73.

From the foregoing findings. It can be safely concluded that literacy has achieved up to a high significant level under NLM. The literacy has a positive effect on the social participation. Occupational behaviour. material possession, social contact and also has increased the level of income of literate group. Since long -terms development of human resources can be obtained only by increase in national literacy rate can only be achieved by different governmental non governmental and voluntary by organisations and the need to have better educational facilities in rural areas can not be over emphasised.

EDUCATION, ADULT, RURAL U.P.

120. RAWAL (V) and DHOUNDIYAL (NC). NATIONAL SERVICE SCHEME: Indian journal of adult education. 44,12; 1983, December; 26-9.

Started with the objective of providing university students opportunities for national service and developing among them a sense of participation in the nation- building activities, the normal service scheme (NSS) is well suited for launching adult education drive in any area. Identifying the needs and requirements of kunaaon, a backward area of the state of U>P> the role that NSS volunteers can play in educating the people there and in bringing the area into the

mainstream of national life.

EDUCATION, ADULT, SCHEDULED CASTES-PUNJAB

121. AMRIT (KAUR) and TARLOK (SINGH). Regional educational disparity among scheduled castes of punjab. Indian journal of adult education. 46, 4; 1985, April; 7-10.

Having been denied educational opportunities for centuries the scheduled castes and tribes are now offered by the government special incentives in the form of subsidies, scholarships, freeships etc, to boost their level of literacy the present article tries to assess the results of such inputs by studying the disparity in the literacy level of scheduled and non scheduled castes of Punjab.

EDUCATION, ADULT, SOCIAL

122. KHAN (M Z) Need for social (adult) education in independent India. Progress of Education. 36, 6; 1960, January; 19-5.

Adult education in India is now termed as social education which according to the government of India directive, covers the following (1) Fostering of a working knowledge of the three R S (2) Improving the economic condition of adults, and finally (3) training the adult in the art of living in our country we have yet grip on the problem of literacy and more than that of social education. True democracy can not function properly without an educated

electorate.

123. KHAN (M Z). Social education: Need in independent India. Journal of Mysore state education. 13, 6; 1959 September; 130-131.

Social education means much more than imparting of mere literacy. The aim should be not only to make an adult literate but also to make him consicious of his responsiblili and privileges so that he may effectively play his part in the life of the nation. Social education aims at providing citizenship trining which include econmic betterment cultural development and enhencement of social utility of a person.

124. KRIPAL (Prem). Social education and its future. Indian journal of adult education. 22,2; 1961, February;3-4.

Social education movement was directed in this country tothe proper moulding of themind of men and women so that a society worthy of this country could be built up defined as community uplift through community action social education. Literacy derives establishment of libraries cultural and recreational programes organization of exhibition youth activity radio groups community centre and women welfare.

125. KUNDU, (C L), VADHERA (R P) and MALHOTRA (S P) JURISPRUDENTIAL METHOD for developing social awareness among adults. Indian journal of adult education. 46,6-7; 1985, June- July; 16-20.

The three components of our adult education programme literacy, functionality and awareness success with regard to the last, that is, awareness, has been the most elusive.

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126. NANDANA (Shyama) and VARMA (Sahai). The role of social education in national reconstruction. Bihar educationist. 6,22, 23 and 24; 1958, June September and December; 43-7.
6,22-4; 1958, June /December; 43-7.

Development of adult education comprises several stages from mere mass literacy to organized social education. The aims from stage to stage have gone on expanding . The common man is being treated not as of old but as being who has to be provided with all advantages of life that were formerly deemed enjoyable by certain privileged class only. In the article the author detailed description of the rapid strides that it has been taking on its path of progress.

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127. NANAVATTY (M C). Social education through community organization. Indian journal of adult education. 21,10; 1960 October ; 34-7

This article discusses community organizationis discribed as a method of dicovering social needs and creating co-ordinating and systemalising instrumentalities through which group and community resources and talent can be directed coward the relation of the group and community ideal and developmenmt of the potentialities of their members. There are three way.1 under current (2) Total programme of development.(3) specigic promotion of social education.

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128. SHARMA (Dewan chand) Social education for national reconstruction. Education quarterly. 12,47;1960;197-200.

In India the gap between literacy and liitercy is not nearely an educational problem but also a politicalproblem & an economic problem and above all a social problem. It is because democracy and illiterarcy go ill to gather. Social education can readers the worngs inherent in illiteracy. Social education is a comprehensive scheme devised to promote political, social, economic and national awareness in the masses of India.

EDUCATION, ADULT, SOCIAL. EVALUATION.

129. KEMPFER (Homer) Evaluating social education.Indian journal of adult education.21,6; 1960, June; 12-6.

Evaluation is the process of assessing the degree to which activities are achieving the ddesired rusults. Careful

evaluation is the major strategy for programme improvement, evaluation requires clearly stated objective an initial assessment of conditions, and subsequent aassessment. The article ends with participation of those affected by a programme. (2) long term and continuing evaluation (3) comparison with internal objectives (4) measurement of result instead of activity.

EDUCATION, ADULT, TEACHERS

130. MOHAN KUMAR (V). Frustrations and suggestions of an asult educaton Trainer. Indian journal of adult education. 46,3; 1985, March; 14-18

The author who is at present the Head of the department of training inthe state resource centre for non- formal education, Madras, reviews critically the implementation of the adult education programme, lauched in 1978, Major set backs to the programme, has says ,are: lack of committed persons; overemphasis on literate; gross nigligence of awareness and functionality components; improper and inadequate training; and inadequate supervision and guidance.

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131. REDDY (P Adinarayana) and REDDY (G chalapathi). characteristics of an effective instructor: A study: Indian journal of adult education. 46,2; 1985,Februay; 27-9.

The instructor is the most important functionary on whose competence the success of any adult education functional literacy and awareness with the launching of the national level adult education programme in 1978, has further underlined the need to evolve a suitable criterion for selecting personnel for this key function. The present study is an attempt to identify the characteristics of an effective instructor.

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132. SHARMA (D V). Investment in adult education Instructors. Indian journal of adult education. 41,12; 1980, December; 9-12. (22).

The author, a senior adult education officer, strongly pleads for building up a support mechanism for an adult education instructor so that he can not only improve his professional skill for running the NAEP centres successfully but can also sustain his own professional growth. He makes some suggestions, which can go a long way, if adopted, in creating a favourable climate conducive to the growth of the instructor, who though the lowest in the hierarchy ; is, none the less, the most important but weakest link in the chain of functionaries.

EDUCATION, ADULT, NUTRITION, role of; INSTRUCTORS

133. RADDY (B niranjan) and RANI (K Sudha). Knowledge of

nutrition of adult education instructors. Indian journal of adult education. 51,3; 1990 July September; 41-5.

Discusses a sound mind in a sound body is a well known adage poor nutrition results in poor resistance to infection and greater incidence of diseases such as tuberculosis author suggested the following. (1) Since most of the instructors do not have the knowledge nutrition topic such as need & of vitamins deficiency, diseases food and its importance. (2) To impart the knowledge of nutrition to the learners improve the knowledge of nutrition. (3) Lecture- cum demonstration classes on nutrition and health may be arranged by inviting nutrition experts to the instructors training programme. (4) Guide book on nutrition and health may be published and supplied to the instructors as well as learners to increase their knowledge of nutrition.

EDUCATION, ADULT, TEACHERS, TRAINING

134. DUTTA (S C). Training of cadres for adult education- an outline. Indian journal of adult education. 41,12; 1980, December; 5-8.

Adult education is an instrument of development and social change aiming at the establishment of a social order where every one will have equality of opportunity and line in freedom and prosperity. The present paper. Training of cadre for adult education-an outline is a study in depth of

the training programme for adult educators, on which a discussion followed at the last AS'PBAE (Asian south Pacific Bureau of adult education workshop).

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135. REDDY (P Adinarayan). Evaluation of training programmes of non- formal education functionaries. Indian journal of adult education.46,12; 1985, December; 20-3.

It is through training that an understanding of concepts, values, attitudes and capabilities can be inculcated among the functionaries of any programme. The article while stressing the need to evaluate training programmes of non- formal education functionaries discusses the aspects and techniques of evaluating such a programme.

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136. RICHARDSON (M D), FLANIGAN (J L), PRICKETT (R L).Adult learning theory: Implications for teachers of adults. Indian journal of adult education.52, 1&2; 1991,January -March & April- June; 22-6.

Educators have historically speculated that learning is a life -long procedure, but few have earnestly thought about the process and how it may differ at various stages in life. A child three years-of -age has a distinct learning pattern from a high school senior, or a non- traditional college student.

Articles discuss: Principles of andragogy in general and knowles (1978) five basic principles of adult learning theory; application of andragogy and in the last describes enhance the teaching of adults.

137. SGAG (S Y). Training of adult educators in India : Themes, Techniques, and issues. Indian journal of adult education. 49,1&2; 1992, January -June; 20-22.

There are practically no avenues for the university adult educators of India to develop their training expertise through a training of trainers programme. In this context, if the Indian University system has to strengthen its training of trainers programmes, then there is a dire need for closer interaction with the different official and non-official agencies at national and international levels who are actively involved in the organization of training of trainers programme.

EDUCATION, ADULT, TEACHERS TRAINING, MADHYA PRADESH

138. SUPEKAR (DUNDA), BAJPAYEE (Archana) and GOKHALE (Meena). The pyramidal training structure in TLCS of Madhya Pradesh- an impact study. Indian journal of adult education. 55,1; 1994, January -March, 26-36.

This article shows training structure in T L C S of Madhya Pradesh- an impact study. The launching of campaign

brought in the realization of need achievement of total literacy with area specific time bound, valunteeer base cost effective and result oriented approach and comparision other district about the study to suggested that the four or three tier sustem can be merged into tow tier system, the training of VI and help in improving his skill and enrich his capabilities as instructors.

EDUCATION, ADULT, TEACHING, AIDS

139. FAROOQ (Nishat). Teaching /learning material for adult education. Indian journal of adult education. 51,2; 1990, April- June; 36-41.

The programme of adult education not lays stress on literacy but also emphasises the need for creating quareness among the masses about the condition in which they live and work. Literary is an essential component of programme and the teaching learning material occupy a significant place in the process of acquiring literacy skill, visual communication in order to creat reading readiness in the adult. (1) Many personal social and environmental factors directly effect readness to learn to read. (2) Necessary priparatory training manyadults.

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140. LAZARUS (Justus). Improvisation and innovation of teaching materials and study aids. Indian journal of adult

education.44, 6; 1983, June; 23-26.

The success of any literacy programme no doubt depends on the teaching material. The author suggests creative use of waste materials like old news papers journals, used cartons and matchboxes for making teaching aids. Which are not only inexpensive but interesting too.

EDUCATION, ADULT , TEACHING AIDS, AUDIO-VISUAL

141. GALE (Roger). Active methods and audio-visual aids. Secondary education.5,3; 1960, October- December; 25-28.

The new mass media of information-radio, press, posters films and television -are threatening to reduce the human mind to inactivity. By merely seeing a thing one does not understand it. One obtains only a superficial impression. Unless he learns to see, to reflect on what he sees, compares, discusses , criticises and questions, images convey only the illusion of knowing. The writer urges that audio-visual aids be used with discretion.

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142. GREEN (T L). Research in visual education.Audio visual education.4,22; 1960, September; 2-4.

The types of research needed in visual education are comprehensively dealt in the article. It is a field of growing importance in view of the social effects of visual

media. Here also the teacher will need the help of the sociologist in addition to psychologist and statistician. Before research in any of these fields is undertaken, the researcher should see that the problem he chooses is a real problem and is relevant to the general education of situation; and that it lies within his competence to tackle the problem. The article also mentions the main pit falls which the inexperienced researcher should guard against, specially in the basic task of collecting data.

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143. MATHUR (J C). Audio visual media as aid in education. Kerala education quarterly. 3,4; 1960, December ; 14-5.

The article discusses the modern science and technology are so complicated that the only way they can be explained and understood by the busy adult would be through films, television shows film strips etc. The purpose of the modern education literate masses of the machine age to develop the capacity of cultivating the state and crosses formally associated with the aristocracy.

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144. SAFAYA (R N). Audio visual aid in language teaching. Education. 36, 10; 1957 October, 18-21

Describes the importance of audio- visual aids in teaching, under the following headings: Importance and aims, ii precautions in use; iii classification; and iv use of various aids in defferent aspects of language teaching.

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145. SIRCAR (C B).How audio visual progrmmes stimulate community action.Audio visual education. 1, 3; 1957, October, 1-3.

And analysis of the part played audio- visual in social education which is a growing movement for mobilisation of community action for community development.

EDUCATION, ADULT, TEACHING AIDS, AUDIO VISUAL, FILMS,

146. RAO.(T N).Educatin and documentaries.Educational review. 64,12; 1958; December; 269-270.

The film is the best mean of rapikly raising the educational cultural standards of a country and the only film that can achieve this successfully is the domumentry. The article traees briefly the history of documentary films and suggests that the best documentry produced in a year should get an award of 20,000 from the government of India on par with other feature films.

EDUCATION, ADULT, AGRICULTURE TEACHING AIDS, AUDIO-VISUAL, FILMS

147. DEY (Pardip K) . Availability and utilisation of educational films: A study . Indian journal of adult education.44, 7; 1983, July; 28-32

That educational films can disseminate agriculture information effectively is the view predominately held by the farmers of Haringhata community development block in West Bengal. But utilization of the medium was found to be extremely poor in low urbanised villages. The author discussing the possible reasons for this also gives their preferences with regard to the institutions that should produce such film.

EDUCATION, ADULT, TEACHING MATERIAL, SCRAP

148. SINGH (J H). Educational material from scrap. Secondary education, 5, 3; 1960, October-December; 43-44.

There are a lot of things that teachers use to make their lesson more interesting mostly in school level education. A teacher, for instance, can build a worthwhile education of graphic materials from scrap for use in the class room. Scrap materials like old calendars, pictorial diaries, hand bills, publicity folders and pamphlets of government and business houses, book jackets, old illustrated magazines, new papers, etc, can be used to make charts, posters, tear sheets, scrap nooks, trip books, flash cards and many other useful teaching aids. The article describes

how teaching aids from scrap are to be made and educational purposes they serve.

----, ----, TEACHING, MEDIA, RADIO

149. GOSAI (Dhiraj). Motivating the audience: Few experiences. Indian journal of adult education. 5, 1 & 2; 1991; January March & April -June.90-3.

All India radio, Rajkot has the most powerful transmitter of 30 KV in the state of Gujarat. Broadcasting zone ten thousand two- in one sets will be distributed with cassettes, visual support material will be printed and distributed, motivators will be trained through radio itself and about one lakh illiterates will be made literate this project will commence from 2/10/1990. If it succeeds, it can prove a low cost device for the eradication of illiteracy in a developing country.

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150. CASTELLINO. (C). Television- the teacher's tool. Secondary Education. 10, (1-2); 1965 June September. 45-7

Education television has already come to Delhi though in a modest manner. It will not be long before T.V. becomes a common household gadget - as common as the radio perhaps. If T.V. research and experimentation in U.S.A. Britain. USSR. Italy France and Germany have been pointing the way for the use of television as an important aid for educating the growing

school and university population of these nations their findings can and should be use in India to meet modern gigantic educational problem posed by the necessity to educate more and mere people.

-----,-----,TRIBAL

151. DUTTA (S C). Educational programmes for tribal population: An alternative strategy, Indian journal of adult education. 44, 4; 1983, April; 11-4.

Over ninety percent of on tribal population is out side the formal system of education. This clearly indicates the the present formal education system is not sufficiently suitable for them.

-----,-----,-----,ANDHRA PRADESH

152. RADDY, (V L N).Development of tribal literacy in Andhra pradesh:Stratigies for the coming decade.Indian journal of adult education.51, 2; 1990, April- June; 31-5.

In this article the writer says that right to education is a fundamental right of a citizen and the state has the responsibility to provide educational facilities to every citizen up to 14 years of age. It also necessary to provide adequate and appropriate learning facilities for further education of people beyond 14 years of age. The Indian constitution (Article 46) envisaged special provision in the

post independent period for the promotion of education of scheduled castes /ST this was a special responsibility of central and state governments.

-----,-----,-----,MAHARASTRA

153. JONES (Adele). Community education and the development: A case study.Indian journal of adult education. 52, 1 & 2; 1991, January -March & April -June; 71-8

The role of education as part of the development process continues to be examined. In the light of this, this article considers the role of education in a tribal community in the north of the Indian state of Maharashtra and the participation of the community in the educational process. The article deals in detail following : The development scheme and community education; The problem; the education programme; the impact.

-----,-----,-----,RAJASTHAN

154. INTODIA (S L), DANGI (D L) and UPADHYAY (Rekha). Factors responsible for low literacy among tribals Dungarpur.District Rajasthan.Indian journal of adult education.51,2; 1990, April -June; 42-51.

The present study was conducted in Dungarpur District, Rajasthan . The low literacy among boys was due to the reasons that they assist their parents in farming activity. In case of girls the economic reasons come out to be the most

important factor which has always been a bottle neck in sending the girls to school. Miscellaneous reasons were ranked second and social reasons were least important for low literacy among them.

----,----,URBAN

155. DUTTA. (S C).Adult education in urban areas.Indian journal of adult educaton.23,7; 1962,July; 5.

In urban areas adult education centres should be started in as many localities as possible. These centres will provide opportunity feeding. They can be co-ordinated, guided and supervised by a co-ordinating centre at the ward or city level. It should also have equipment for dramatic shows etc. It could serve as a feeding centre supplying all equipment. The co-ordinating centre should be under the charge of an adult education officer assisted cinema projectionist a librarian etc. The training course must the refore have a provision for subjects such as adult psychology, urban psychology and economic besides social and worker's education.

----,----,WOMEN

156. DUTTA (S C). Develop non formal structures to educate women.Indian journal of adult education. 46,4; 1985, April;11-3.

Non-formal education says the author, has its superiority over the formal schooling in terms of relevance, effectiveness and even cost benefit ratio. While cautioning against any suggestion of developing an alternative non-formal system he says that we must develop non formal structures to provide education to the women of deprived and depressed section of our population living in inaccessible areas. For women alone he feels holds the key to the solution of several of our problems like over- population ill health, lack of housing illiteracy and explation.

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157. MISRA (Lakshmi).Democratic India and the womens education. education quarterly.13,50;1961 Summer,119-22

Women's educatin in India from ancient times to the present day and urges the Govet to take immediate steps to implement the recommendations of the National committee on women's education which was set up by the union education Ministry in May 1985 with a view tosuggesting measures for improvement in women'seducation at the primeary and secondary levels .There is also need to seek the cooperation of the voluntary organisations and the public in an increasing measure as it would be unwise to expect every thing from the Govt.

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158. SHRIMALI (K L). Future of women's education. Educational India.25,7; 1959; January ;248-50.

Bringing up of children is one of the most important duties of woman and is not merely an accident in her life. A mother plays an important role in the life of the child who looks to her for its physical needs and emotional satisfaction. Society becoming more and more industrialized is apt to lose sight of this important role of women. Therefore women's education should be planned that they may play their part in the task of national reconstruction.

---,---,---, BWNFl

159. PAUL (M C). Women and development of adult education in colonial Bengal: A sociological exploration. Indian journal of adult education.52,1 & 2; 1991, January-March & April-June; 60-9.

India has a history of long rich cultural heritage and tradition of learning. Through out ages science, literature, arts and philosophy flourished in this land spreaded far and wide. Every one knows that education for women is crucial in achieving rapid socio- cultural development and technological progress. But during the colonial rule its potential role was undermined. The author describes the educational status of women in Bengal from vedic period to modern period. In the last author also describes the educational system for Muslim women.

-----,-----,-----,COMMERCIAL

160. VENKATALAKSMI (V). Women and commercial education. Educational India.27,1; 1960, July; 17-8.

There is a great need to introduce commercial education for girls in the secondary or multi purpose high schools. To keep pace with the industrial development of the country, the state education departments should pay more attention to the commercial educational programmes for girls. A suggestion given by Miss Tnez Ray wells, a member of the Dhio state university team of consultants and a specialist in commercial education are also included in the article.

-----,-----,-----, LITERACY PROGRAMME, DELHI

161. SETH (M), MEHROTRA (R N) and ROY (B). Attitude of women towards literacy: A Delhi experiment. Indian journal of adult education.44,5;1983, May; 3-7.

Discusses the literacy, a study conducted in nine functional literacy centres of Delhi revealed is not a felt need of the women in the low socio economic group. The respondents, attitude towards literacy was found to be natural, which the author feel is encouraging as such as an attitude is easy to influence of change. Attitudinal change. It was however observed did occur in some cases as a result of learning and individual and situational influence thought it was slow. The author discussing reasons for positive as well as negative change conclude that an adult education

programme to be a movement, illiterate population.

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162 SETH (M), MEHROTA (R N) and ROY (B). Group inter action among women participants of a functional literacy programme in Delhi: A study. Indian journal of adult education. 44, 10; 1983, October; 24-34.

The author shows in this article that group do not function in isolation. They are embedded in a complex environmental setting they exerts a strong influence on every aspect of the group process. Psychologists maintain that pleasing interaction on between a member of a groups can increase the attractiveness of membership. A study conducted test this hypothesis with regard to functional literacy groups of a programme in Delhi revealed that women continued to participate in the programme if they felt they belonged to the group and were liked by others.

-----,-----,-----, MEDIA

163. SHARMA .(Kumud). Women and the Media: A case for critical correction. Indian journal of adult education. 46, 9; 1985, September; 27-30.

Development communication emanating from mass media and administrative channels has done precious little in questioning the biases and assumptions about women;s roles.. An analytical projection of social reality is the first step

to wards chnging social consciousness... women's greater access to media technology and their role as communicators rather than as consumers, will surely give media a new thrust.

---,---,---, POLICY

164. DIGHE (Anita). Woman and literacy: Some policy considerations. Indian journal of adult education. 52, 1 & 2; 1991, January -March & April - June ; 35-58.

The present educational status of a vast majority of Indian women is abysmally low. Despite the fact that some progress has been made, since Independence, in terms of access and reach of the educational system, the situation with regard to women belonging to economically and socially deprived groups is particularly grim.

In the article discuss literacy statistics in detail many statistical takes are given of different statistical measure, development correlatis of female literary; barriers to women's education , literacy programmes for women and future directions.

---,---,---, role in DEVELOPMENT

165. BEHRMAN (Jere R). Investing in female education for development. Journal of educational planning and administration. 7,3; 1993, October; 393-411.

The writer describes recent experience with female education and examines the extent of the gender gap in education in the countries of Asia & the near East and summarises the analytical frame works for measuring the determinants and impacts of female schooling and for evaluation policy options. Summarising the several available systematic empirical studies and over all policy implications. This survey elaborates on more detailed policies related to the supply of and demand for female education on research needs.

-----,-----,-----,RURAL

166. GOYAL (G)and RAMAN DEEP. Educating rural women's about household and environmental sanitation. Indian journal of adult of education.52,1 2;1991; January-March & April-June;15-9.

There was a significant gain and retention of knowledge through the use of photograph and flipchart gain & retention of knowledge, flip chart is batter than photograph through both teaching aids was statically non significant, phtograph also have the additional benifit of speaking the unverse of language which may be group of woman errespective education region and language.

-----,-----,-----,RURAL

167. SRIVASTAVA (K N). Womens education in rural communities.

Education quarterly.13,50;1961; Summer,159-160.

The writer says in this article three important factors the programme of rural women's education(1) Whether it is possible to motivate the rural women folk to any educative activity. What are the inherent sources of motivation and how the sources can be mobilized.(2) the women have the time for such educational programmes beyond their occupational in house hold affairs (3) What are most suitable agencies in the village to initiate & under take the programmes of their education.

---,---,---,TAGORE

168. MUKHERJEE (H B). Tagore on women's education.Education quarterly.13,50; 1961; Summer, 125-7.

There is no doubt that Tagore stood for equality of men and women as human beings. But this advocacy of equality did not blind him to the other side of the problem that role of women in human society is some what defferent from that of men. This should not be taken to mean that tagore regarded women as on the whole,inferior to men. Indeed he even acknowledged the superiority of the former in some vital respect. His riconition of distinctive role of women was based onhis differentiation between the respective physical & mental men and woman which he was always at pains to stress from defferent points of view.

----,---,----,U.P.,VARANASI

169. SRIVASTAVE (Kaveta) and MUNIZA R KHAN. Female literacy in Varanasi. Indian journal of adult education. 51,3; 1990, July-September; 17-20.

Discusses the problem of female literacy in Varanasi shows the variables used in the study compares with the simalar literac programme in the adjoining districts concludes that the female literacy is not at par with the males suggest thew efforts to be make to increase the educational level of women.

---,---,WORKERS

170. DATAR.(D N). India's plan for educating workers.Indian journal of adult education.27,7; 1966; July;7-8.

The goal of the socialistic pattern of society is to provide equal opportunities for all. This virtually leads to the recognition of the role of the working class in building up the economy of the counrty. This can be achieved by their active participation in the management of the country's entrprises. However this is not possible without educating the labourers about their right and obligations in production and to know more about trade unions. In India central board of workers education, a semi autonomous body consisting of the represetative of the government employers, workers and educational institutions has been imparting education to workers in local language.

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 171. DUTTA (S C).Worker's education : The contribution of IAEA.Indian journal of adult education. 46,5; 1985,May; 34-36.

Education of workers assumes great significance considering that they are the productive agent for meeting our Economic needs and are the most vocal section of the society enjoying influence and bargaining cappacity because of their concentration in big cities and towns the seats of power. The Indian adult education association(IAEA) has been playing an active role inthe promotion of workers educatin and inthe definition of the scope and development of the concept since pre- independence days. The author who has been associated with the IAEA for over four decades and served onthe central board for workers education from 1985 to 1978, recapitulates the association's contribution in this regard.

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 172. MATHUR (V S).Worker's education today. Indian journal of adult education.44, 3; 1983, March; 3-12.

Workers education must answer specific identifiable needs of the group of people called workers at a particular stage of their Economic and social development, quite obviously the scope and content must continue tochange in response to them.

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173. RAMASWAMY (E A). What education do workers need?Indian journal of adult education. 46,5;1985,May ;20-33.

This paper is concerned not with education perse, but education that will prepare workers for participative management. The essence of participation is joint decision making on the basis of parity representation. So through going a change in the governance of the enterprise requires that workers be educated to face up to the new demands and challenges. What should be the content of this education.?

---,---,---, LITERACY, PROGRAMME

174. BORDIA (Anil). perspective of workers' education.Indian journal of adult education. 46,12; 1985, December; 10-13.

The author says some of the important objectives of workers education are to help workers acquire literacy and education to continually learn in a self reliant manner for their cultural development and for political action; and to enable them to critically understand the social, Economic and political developments and their rights and responsibilities. Workers in the semi organised sector, he further observes, have so far remained uncovered. They are generally a much exploited group and workers education can help in the improvement of their, working conditions and may even

harbinger effective trade union activity.

----,----,----, role ofTRADE UNIONS

175. SIDHANTA (T N).Workers' education:A trade union representative's viewpoint.Indian journal of adult education. 46,5; 1985, May; 14-5.

While expected to cover formal education and vocational training, worker's education. says the author, is essentially concerned with strengthening the trade union movement. The primary responsibility for conducting it, he feels, rests with the trade unions themselves. The educational efforts of trade unions in our country, he further observes, have been confined to the organised sector and vast sections of the unorganised sector, especially women and rural workers, are still ignorant of their rights and continue to be exploited.

----,----,----, TEACHERS

176. BUCH(A N). Worker's education: Need for empirical approach.Indian journal of adult education. 46, 5; 1985, May; 41-2.

Teachers in the formal education system may be required to have specific qualifications and degrees, but for worker teachers the only necessary condition, worker's education he further serves to be successful should be taken beyond the premises of the factory to the workers home and family.

----, DISTANCE, CONTACT SESSIONS

177. AGBOOLA (Bade A) contact session in distance education: An asset as well as a burden. Indian journal of open learning.2,1; 1993; January ; 17-21.

Discusses need for and usefulness of organising contact session as part of course delivery system in distance education for adult in a formal education system. Contact session is believed to offer personal interaction among participants contribute to wards course completion and reduce the load on student support service. It built into the distance education system and these have to be organized financed as well as monitored closely. It should be of interest to developing country view this issue.

-----,-----,-----,-----, CORRESPONDENCE COURSES

178. DUTTA (S C).Correspondence instruction.Indian journal of adult education.22, 1; 1961, January; 17.

Correspondence instruction is widely used in other countries. It makes more effective use of teacher time than other forms of instruction and require fewer facilities correspondence is the most flexible form of instruction for large groups. Working people especially are benefited by correspondence. Since they can adjust their study time and progress to their work schedules. Function of social education, correspondence education is the most useful in transmitting organized knowledge and skills.

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179. PATWARDHAN (C N). Correspondence courses for teacher Educational India. 31, 19; 1965, March; 295-8.

The article discusses the union Minister has recently come out with a scheme of correspondence courses for training of teachers. that correspondence course can be had only by . It is therefore suggested that the govenment should select a small area for intensinve work particularly and area with less cimmunications facilities, widely spread school and of long distances between the training colleges and school centres.

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180. SINGH (M K). Correspondence courses in teacher education. Educational review. 72, 5; 1966, May; 98-100.

Correspondence courses in teacher education have been introduced and the untrained teachers working in a school are being awarded. B.ed. degrees after attending during two summer vacations at the regional colleges education and ten months of instruction through corresspondence this arrangement and feels that as it will be considered ridiculous for a Doctor or an Engineer to obtain a degree privately.

-----,-----, DOCTORS, INDIA

181. VERGHESE (Sara), PULIMOOD (B M) and SENGUTTAVAN (MC).

Innovative distance education programme for hospital managers. Indian journal of open learning. 2,1; 1993, January ; 1-7.

Discusses about distance education programme for hospital managers as distance mode of education can take care of areas like medicine, engineering, science and technology obviously the question is partly born of bias and partly a result of general ignorance regarding the application of distance education methodologies. Distance education can not only take care of various sub sectors within the domain of medical education but also promote collaborative teaching.

----,----, INFORMATION TECHNOLOGY, COUNSELLING

182. PAULET (Robert). Distance education counselling. Indian journal of adult education. 48, 1; 1987, January -March; 39-40.

Discusses how changes in technology and attitude to adult education will enhance the opportunities for counsellors to creatively assist individual independent learners however to maximize the growth potential of these adults, professionally trained staff will have to become familiar with a variety of delivery systems and must be willing to share their responsibilities with a new team of professional helpers. Technology is currently used to provide course material and support service to distance education students.

---,---, in relation to DEVELOPMENT, INDIA

183. MADAN (V D). Upgrading distance education system for national development. Indian journal of open learning.

2, 1; 1993 January , 33-36.

Education in general and higher education, in particular is crucial for the harmonious development of society how closely is the distance education system linked with this development. What is its special role in providing knowledge for wisdom education for academic excellence and training for vocational dexterity.? It also deals with some issues related to these questions among other explores a few feasible strategies upgrade the distance education system for national development to a developing populous country like India.

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184. WILLIS (BARRY). Improving the Multi-cultural relevance of distance education programmes. Indian journal of open learning. 2, 1; 1993 January; 29-32.

By any measure, teaching at distance is challenging. These challenges increase exponentially instruction is delivered to multicultural audience, effectiveness distance education must gain and an understanding of the unique problem. India is a diverse and multicultural society , whether the settings be urban or a rural we have to cater to a multi cultural learner clientele, those of the distance

educator else where in the world including developed countries strengthens our conviction that we belong to a large fraternity whose problems are no different from ours.

---,---, OPEN UNIVERSITY, SCIENCE TEACHING .

185. NARASIMHARAO (B P) and SARADA (R). Science teaching in open university system. Indian journal of open learning. 2, 1; 1993, January; 11-16.

This article related to presented in this no and deal teaching of science in general, one who is up to date with the happening in the world of distance education is bound to consider this presentation dated but our experience with the Indian situation characterised by unbelievable variation in awareness and deep rooted bases against innovation suggests that we may yet be benefited by this piece. The Indian distance educators have yet to make presence felt in the area of the teaching of sciences.

---,---, PHARMACOLOGY.

186. NATU (M V), TEJINDER SINGH and ZACHARIAH (Alex). Application of distance mode of learning for regular on - campus students in the pharmacology. Indian journal of open learning. 2, 1; 1993; January ; 7-9.

This article shows that the contrast highlights the immense flexibility which the philosophy as well as the methodology of distance education has placed at our disposal,

educational programmes to cater to the needs of the society and the specific clientele that has remained ignored so far, mobilise resource for different places and countries to provide quality education. As there is no taboo against incorporating face to face interaction in the system education.

---,---,STUDENTS, SERVES

187. HARICHANDAN(Dhaneswar). Learners' perspective of distance education: Journal of educational planning and administration.7, 3; October; 475-85.

The educational system in India over past few thousand years have changed from time to time because of changes in the social and political circle. Distance is one such experiment effected by historical necessity in Indian education system and aims at catering to a large number of those learned who have not been able to get the benefit of formal education of system. Its programme is distinguished from other system in the use of most modern means of communication technology by way of employing a variety of programmes. audio and video cassettes various programme activities of the study centre.

----, ----,MEDIUM, ENGLISH TEACHING

188. KOUL (B N)and CREED (CHARLATTE). English as a medium of Instruction in distance education.Indian journal of open learning.2, 1; 1993; January; 47-54.

This article discusses about english as a medium of instruction in distance education earlier presented four case studies -India Mauritius, Nigeria and Zimbabwe in order to give our readers a cleare idea of the kind of data that was collected from eleven countries appriciate the interest which the readers have shown in these and have noted the suggestion that we present all the cases through IJOL. Which we may do at a later point of time, our plan and present the generalized findings based on all the cases and also the conclusions from these findings.

----, ----, TRAINING, PROGRAMME, LANGUAGE-ENGLISH, SURVEY, INDIA

189. MURGAN (K).Second language teacher education at a distance: A case study.Indian journal of open learning. 2, 1; 1993 January; 41-45.

Confornted withthe problem of number the central institute of english languages, Hyderabad, india (CIEFL) in earnest inroduced in early 1970 of campus training programme for the teachers of english, how looking into them vis a vis the phenomennal worldwide growth in the field of distance education which obviously includes India.

(1) The problem of relevance by which the socio, academic relevance of the programmes could be brought under constructive scrutiny.(2) problem of number.(3) the problem of non innovativity.India is a multi lingual country where english continues to play a significant role in all walk of

life. Distance education a system should be able to answer some of the issues raised in this presentation.

----, INFORMAL, FILMS

190. BHOLA (H S). Film appreciation programmes for school. Secondary education.5,2; 1990, September; 29-31.

Film appredciation programmes should not be an extra - curricular activity but it is a part of the general eduction process. The main objective of a film appreciation programme in school should be (a) discussing with the children the production techniques, the sociology and aesthetics of the film; (b) seveening and discussing film classics both home and foreign; and (c) appreciation of films on the commercial circuit and carrying out follow up activity like writing of reviews, editing a school film wall magazine.

The training in the appreciation of films should be carried to other field of art-music, art,erafts and literaters. There are various problems in putting film appreciation programmes through in higher secondary schools in India. Which are well delt in the article.

----, NON-FORMAL

191. FOSHI (R S). Non-formal education: Philosophical aspect. Indian journal of adult education.44,4;1983 May;27-8.

Knowledge is ademocratic society is synonymous with

power 7 every one should have free access to it. The increasing population of our country and the present day knowledge explosion have rendered the task of achieving this objective through the formal system of education a formidable one. The nonformal system of education says that author can not only cover greater numbers but also provide an opportunity for mutually enriching interaction between the learns works experience and knowledge imparted.

192. LEVINGER (Beryl) and DRAHMAN(Tom).Let's look at our Assumptions.Indian journal of adult education.

Non formal adult education is alrgely a science of trial and error. We make assumptions about the learning process and about learners, and when these assumption don't seem to much with reality we modity our plan of action. We are often les flexible, however, when it comes to modifying or refining our assumptions.

Author in the present article provided a check list of a points to be considered in designing non formal education activities. He make many assumption through which he get a conclusion which are as follow (1) he believe that we need to concern ourselves with optimum rather than maximum participatio.(2)the practical nature of non-formal education precludes acceptance of any dogmatic theory or unassailable

set of assumptions about participation. (3) Non-formal adult educators ,including those who beelieve inparticipatory approaches.

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193. PANDIT(Indu). Non formal education: a Perspective. Indian Journal of Adult Education. 211,12; 1980, Dec; 13-19.

Non formal education is a new concept, a new thrust forward toaccelerate the pace of development in self education. In the present paper, the author explains what non-formal education stands for, why is it required, its broad objectives, its thrust and focus, its content organizational concept, and the various agencies, which can be mobilised from differendt fields for a massive action - oriented programme..

----,----, DEVELOPMENT

194. SHIRUR (Ragani R) . Development through non formal education rhetoric and realities. Indian journal of adult education. 55, 1; 1994. January March 55-9.

True development of human Potential depends on how well the people who are partners in the process of development participate and contribute to it. It is necessary, therefdore to reconsider the concept of development so long held for the new and emerging concept clearly indicatge that people have to acquire self-reliance developed capability to participate

and contribute in different ways and make cooperate decisions for non-formal education appropriate means by which large number of people are prepared to work towards achieving development. It will certainly ensure human development.

---,---, in relation to DEVELOPMENT

195. DEOUSKER(M) Non-formal Education and Rural Development through Higher Education. Indian Journal of Adult Education. 44, 4, .1983, April; 31-40

Non-formal stream of education can provide an effective solution to our problem of educating them. The Fifth Five year Plan placed great emphasis on non-formal education. The report of Ministry of education on Non-formal Education observed. "The fifth Five year plan's education strategy is also based on the assumption that Non formal ways of imparting and acquiring education will be developed for all categories of learners and on all levels of education : for children, youth and adults, from elementary to higher education. Integrated rural development should cover all such small handicrafts, crafts, industries, agricultures are present in rural area and are based on rural requirements.

---,---, TEACHER TRAINING

196. RANJIT SINGH. Developing a self- instructional package for training on non-formal education facilitators in Rajasthan. Indian educational review. 11, 1; 1986, January;

102-105.

The purpose of the study was to design a self instructional training package to enhance the competencies of Non- formal education (NFE) teachers in Rajasthan. This training package is designed for use by both the experienced as well as aspiresent tteachers who intend to work as NFE facilitators.

---,---, TRAINING, INSTITUTIONS, CORRESPONDENCE COURSES

197. RATHORECH (C S). Treatment givento asignment responses at the correspondence institutions : A study of student's reaction. Indian journal of open lerrning. 2,1; 1993, January ; 23-7.

Studies student reaction to tutor responses. The study does not tell us anything significantly new earlier studies on similar lines brought out findings which match considerably with the ones presented what then is the purpose of such a presentation. Corresspondence/ distance education has a standing of more than three decades in our country. It is not only reasonable but also desirable that from time to time issues that concern us intimately. If a particular sub system of the DE system remain neglected for long the failure will not the system.

-----,-----, WOMEN

198. MEHROTRA (G P) and KHANNA (kailash). A model for

teaching girl drop out. Indian journal of adult education.
44, 7; 1983; July; 11-17.

when girls in village drop out the season for it may attribute among other things. It is also an indication that the cause is more complex and rooted in social conditions for which even non-formal education may not have an effective solution to offer. The author recommended individualised instruction which has been experimented with encouraging response in some slum areas of Delhi.

---, ED, PHYSICAL SAFETY HAZARDS SCHOOL

199 CHALLAM(N). Safety education in schools. Education 12, 1; 1960, Sept; 28-09.

There is a close relationship between physical and safety education, through it is a total school responsibility. Every activity in the physical education class should be inspected for safety hazards. All equipments should be inspected for safety hazards. The physical education teacher should insist more on safety principles, cleanliness and sanitation than on mere victories in the play field. In drawing up a programme of safety education, it must be remembered that it is not possible to provide against all risks and how they can be reduced to the minimum consistent with a full and active life.

Part three

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LIST OF PERIODICALS DOCUMENTED

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1. Bihar Educationist	Monthly	Patna
2. Education	Monthly	Lucknow
3. Education Forum	Quarterly	Canada
4. Education Quarterly	Quarterly	New Delhi
5. Indian Journal of Adult Education	Monthly	New Delhi
6. Journal of Educa- tion and Psychology	Quarterly	Gujarat
7. Progress of Education	Monthly	Puna
8. Secondary Education	3/year	London
9. Teacher Education	Quarterly	Allahabad
10. Times of India	Daily	New Delhi

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